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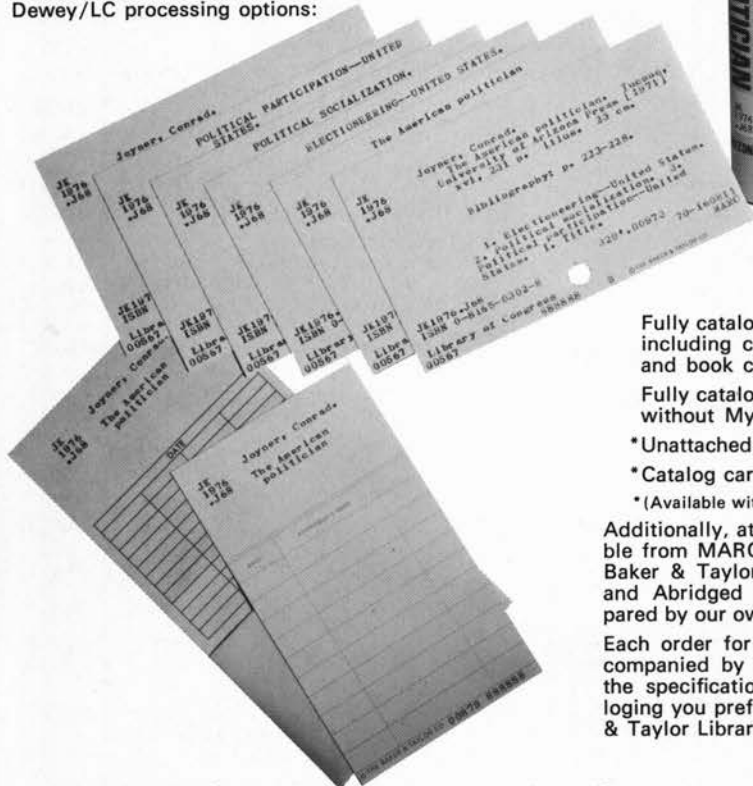
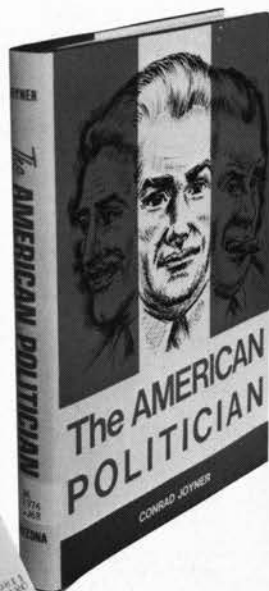
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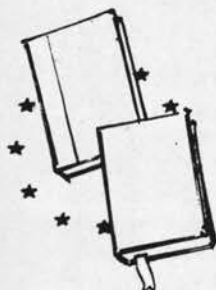
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An Overlooked Cost of Achieving A Participatory Environment

Academic librarianship has often seemed to muddle onward seemingly undisturbed by "gut" issues which transcend the perennial concern with the budget and the love-hate relationship with new technologies. Recently, however, evidence has mounted which clearly indicates a growing dissatisfaction among the rank and file of university librarians with their status within the academic community and within the library itself. Through a number of channels, they are making it clear that they are determined to have a larger piece of the action, specifically, the salary and fringe benefits of full faculty status and a larger role in the decisions which affect their professional lives. It is the cost of achieving these goals with which this editorial is concerned.

While it is clear that increasing numbers of university librarians, including some at the top, are rallying to the position that a truly participatory environment can lead to a new birth of professional freedom, growth, and productivity, there seems to be little clear understanding that achieving these goals will require a radical restructuring of the library, not just a cosmetic modification through a proliferation of committees and task forces. As ego satisfying as this approach may be to those who previously have been denied a role in the determination of programs and goals and the solution of problems, the fact remains that it leaves the traditional bureaucratic power structure of the library essentially unchanged and with relationships between professionals still largely determined by their relative positions within it. Still intact are the layers of "supervisors" in the middle level of the library hierarchy. This stands in stark contrast to the results of recent research which has clearly shown that the morale and productivity of the knowledge worker are the highest where the amount of direct supervision is the least. Until the implications of this basic proposition of participatory management theory are clearly understood and faced up to, the achievement of faculty status and professorial titles will be a somewhat hollow victory. For what meaning is there to the professorial title if its holder still "reports to" a supervisor and his performance is evaluated in much the same manner as the classified staff? This is an irony often pointed to by the established members of the faculty club.

Reducing the middle level bureaucracy will not be an easy task. In the first place, the traditional reward system which ties salary and status to the level of administrative or supervisory responsibility and which has been partly responsible for its creation will have to be severely modified. If the system values most the bureaucratic accomplishments, it will produce bureaucrats in abundance—whether they serve any useful function or not.

Secondly, the aspirations of many within the profession will have to be raised. Finally, the middle level of the library hierarchy tends to be

staunchly conservative, and its resistance to any proposal which would radically affect its power and authority will be vigorous for the obvious and understandable reason that it has a major investment in the *status quo*.

Given these conditions, severely reducing the middle level bureaucracy in order to help create a working environment in which superior/inferior is more a matter of the individual's contribution to the educational mission of the library than the authority of office, will require resolute determination on the part of all who are concerned with the image of the profession as it is and who have a vision of what it might become. Nevertheless, it is a problem which must be squarely faced if we are to avoid a situation in which the promise inherent in faculty status and a truly professional working environment becomes, in the end, a mess of pottage.

H. WILLIAM AXFORD

Library Service from Numerical Data Bases: The 1970 Census as a Paradigm

This article discusses some of the problems of introducing machine-readable data bases into the library service environment. The authors, a social scientist at a computer center, and a government documents librarian, describe the diverse approaches used in making tapes of the 1970 Census of Population and Housing available to users through the library.

LARGE RESEARCH LIBRARIES have traditionally been depositories for all of the maps and printed reports which are the products of each decennial census. Therefore it is a logical next step for them also to be the repository of these data in machine-readable form. First, this provides reference librarians with another resource for users whose needs are not satisfied by searching the printed materials, since the quantity of additional data which can be stored compactly on magnetic tape has made it possible for the Bureau of the Census to make available to the public at least ten times the amount of data available from any previous census. Second, research libraries are generally located at institutions which also have available large computers capable of selecting, digesting and analyzing these data and, if tapes are available, it becomes unnecessary for the user requiring a machine analysis to photocopy pages from reports and then keypunch the data. Rather, it becomes possible for a researcher to begin with the data already in ma-

chine-readable form and to proceed immediately to work with these data. Thus, we now have more data in a more usable format than ever before.

But why should the library be involved? Why not just store the tapes at the computer center and let the computer people worry about them? By doing this, the library would be abdicating part of its role as an information center. It would be denying users the opportunity of locating information at the one place we have trained them to look for it, the library. By the same token, since the acquisition of even a modest tape collection represents a substantial financial outlay, it is important to ensure that the responsibility for decisions on acquisition, on bibliographic documentation and control, and on reference service be allied with an organization with a commitment to public service and a continuity of collections and operation. Although many computer centers have a commitment to public service, computer centers are not libraries and their staffs do not have the library skills necessary for such a project. On the other hand, librarians do not generally have the computer expertise necessary to exploit to the fullest this new information resource.

What then is the solution? Actually

Judith Rowe is manager, Princeton-Rutgers Census Data Project, Princeton University Computer Center; Mary Ryan is head, Public Affairs Service, University of California, Los Angeles, library.

there is no one best solution. Different plans are now in operation and many more are possible. In this report we will describe in detail two very different approaches—at UCLA and at Princeton. As background, however, let us first present some of the questions which must be faced in arriving at a locally workable solution.

1. Who will decide which data should be purchased? To some extent this is a matter of money, but other considerations are also involved, most of them similar to those involved in the building of any library collection. How does one service all or most requests without the problems of supporting a huge amount of unused material?
2. What quantity and type of service will be provided? This depends on the availability of both funds and people. It also depends on the needs of users and on the nature of any other services of this sort already available in one area.
3. Where will the money come from for acquisitions, for computer time, for personnel, and for a myriad of miscellaneous expenses such as travel, duplicating, backup reels, telephones and clerical assistance? Many libraries are having great difficulties in maintaining even their traditional acquisitions and services. Assuming that one's total resources are not increased, does one reallocate resources and, if so, what criteria does one use, and just whose resources does one reallocate? It should be borne in mind that a complete collection of 1970 census summary tapes, purchased from the Bureau of the Census itself, would cost well over \$100,000.
4. How is bibliographic control over machine-readable data bases to be

exercised? Should records for these be interfiled in the card catalog? Given the complexity of these data bases and the volatile nature of machine storage, is the traditional catalog record sufficient? Are supplementary materials such as data description forms and content documentation codebooks necessary and, if so, how are the records to be integrated? No fixed solution yet exists, but an ALA subcommittee has been established to recommend rules for the cataloging of machine-readable data files.*

- ⑤ The whole question of staffing gives rise to many problems. What kind of staff and how much staff are needed and can be afforded? What background should they have? How are they to be trained? Under whose supervision should they be and how does one train the supervisor? Who will assume responsibility for those problems which are general to the nature of machine-readable data files and those which are specific to the census itself? These include such things as the vast amount of data involved, the relation of these data to the printed reports, the complexity of the tapes, questions of geographic coding, the necessity of maintaining and updating computer programs, errors and inconsistencies in the data, recalls of tapes, printed corrections to erroneous data on the tapes, problems in labeling and identifying data sets,

*John Byrum, head cataloger at Princeton University is chairman of the RTSD/CCS/DCC Subcommittee on rules for cataloging machine-readable data files. Other subcommittee members are: Lawrence W. S. Auld, Oregon State University, Henriette Avram, Library of Congress, Gerry Dobbin, University of British Columbia Library, Elizabeth Herman, U.R.L.—UCLA, Judith S. Rowe, Princeton University Computer Center.

and a great many problems in connection with documentation, ranging from its quantity, combined with inadequate indexing and correlation, right down to such minute problems as some of the items most needed by users being printed in colors that photograph poorly.

6. Where should the staff be housed? Where should the data tapes and the supporting documentation be stored? At the library? At the computer center? Somewhere on neutral territory? Or should the operation be separated, with reference service being provided at one location and data access and use at another? Here, as elsewhere, communication is a matter of paramount importance. Computer programmers, librarians, and social scientists often find it difficult to talk the same language. Is the answer an interdisciplinary specialist? There are also problems within the library itself. For every department in the library, from acquisitions to cataloging to reference, this new medium poses new problems and we can testify from experience that few precedents exist to aid in their solution.
7. What is the potential user community? Who will have direct or indirect access to the data? Is the service primarily designed for one's own campus users or for the outside public? Will there be preferential treatment, and, if so, on what basis will it be accorded? For example, would students, faculty, researchers with outside grants, and profit-making firms all have equal access and would they all pay the same rate for any charges involved?
8. Will there be user charges and, if so, on what basis will they be determined? If user charges are to be

instituted, how much demand for service will there be, especially in a nonmonopoly situation, and how much will charges have to run? If demand is sporadic, for example, would charges have to be unrealistically high? Should they be the same as those of profit-making organizations providing similar services? What will one attempt to recoup with user charges and what will be the public relations effects? Probably few people would question charges for computer time or for staff time spent on special programming, but what about staff time spent in reference, orientation, and consultation?

At precisely what point, for example, would a university library halt the free reference and information service it offers its faculty on its census resources and put it on a for-sale basis? ("Well, Professor Jekyll, I can answer questions on Part I of the *Census User's Guide*, provided they don't touch on the summary tapes, but no questions about Part II," or: "You can look at the Census Bureau's fourth count documentation without charge, since it's depository, but it will cost you x dollars to use DUALabs' version.") At what point would conversations pass from the free orientation service stage and become priced consultations? Does one attempt to amortize the cost of the data base—and would there be public relations problems here? ("Well, Professor Jekyll, the reason you must pay to use \$1,000 worth of the library's census data, while Professor Smith can use \$1,000 worth of the library's Sanskrit manuscripts without charge, is that we amortize tape data but not manuscript data.") What about amortizing the cost of supporting tools, such as maps? ("Well, Professor Jekyll, you may look at the commercial map of Butte County free, since we

didn't buy it to support computerized census, but you must pay a fee to look at the census map for that county." "Professor Jekyll, why are you beginning to look like Mr. Hyde?")

Having surveyed some of the major problems, we will now look at two solutions. The University of California, Los Angeles, and Princeton approaches are very different in origin, scope, resources, and services, but they are similar in that in both instances libraries and librarians are fully involved.

THE UCLA PROGRAM

At UCLA there was no central social science data library and no history of library involvement in machine-readable numerical data acquisitions. However there was a large computer available supporting several major statistical software packages, as well as some data processing personnel involved in other projects within the library, a large government documents collection, and a potential user community of several hundred.

Many commercial operations in the Los Angeles area had early announced their intention to serve as Census Summary Tape Processing Centers; in addition, a nonprofit, self-supporting Census Service Facility had been established at the University of California, Berkeley. This facility was operating under the joint auspices of Berkeley's Institute of Governmental Studies and its Survey Research Center, a group with a long history of service as a social science data archive. It had no connection with the library. It offered a wide range of services, emphasizing the production of standardized tabulations, as well as performing customized work tailored to individual requests. Although it would serve private organizations and individuals, its efforts were particularly directed towards academic and governmental users; for UCLA to have duplicated

Berkeley's services would have been needless and wasteful.

However, it was obvious that students, faculty, and research personnel in many different fields would themselves need to be working directly with the machine-readable data on an individual basis. Unless a central source for the data and tools were available to them, various UCLA departments, schools, and institutes would each have to obtain the tapes independently and, while there would then be much wasteful duplication, there would still be no central source of information and no general availability of the data tapes.

Foreseeing this situation, the library undertook the responsibility for serving as a central campus resource for census tapes and for information about them, including appropriate cataloging. The library system was already involved with several machine-readable data bases, including MEDLARS and MARC. In addition, there was a Center for Information Services (CIS), funded by the National Science Foundation and then in the second of four phases, which has the specific purpose of giving the library the capability of acquiring, cataloging, and providing services for machine-readable data bases, whether bibliographical, numerical, or full-text. CIS has as its first priority the bibliographic files and its experimental services have included searching of CA Condensates, Compendex, CAIN, and the ERIC files. The census represented its first involvement with a numerical file.

Although the need for a census service was very apparent, the resources available to the library were extremely limited. Had an attempt been made to recover costs through user charges, potential revenue would have been minimal because of the existence of Berkeley's Census Service Facility, or would have been siphoned off from that facility.

ty. UCLA has no specific budget allocation for either census data acquisition, processing, or reference service. These are all paid for on an *ad hoc* basis out of the library budget, or by other parties, such as departments, willing to contribute.

Despite the administrative and financial difficulties, it was decided that the UCLA library would attempt to offer service, within the limits of its resources, to meet the most crucial campus needs. The course of action which seemed most appropriate, given the above framework of limited experience and stringent budgetary considerations, was for the library to join the START (Summary Tape Assistance, Research, and Training) Community organized by DUALabs (Data Use and Access Laboratories, Rosslyn, Virginia) under the sponsorship of the Center for Research Libraries, with aid from the Ford Foundation. Through this community, it would be possible to purchase tapes at a price substantially less than that of the Bureau of the Census and to take advantage of the programs already developed by DUALabs to avoid incurring the heavy cost of original programming.

Within the UCLA context, it was obvious that the logical library department to undertake the census tape service was the Public Affairs Service (PAS). Among PAS' key responsibilities is that of the library's government documents service. Thus, it receives the current printed reports from the Bureau of the Census, has a heavily-used reference service specializing in government documents, and has had long experience with the census printed reports. Even more important, PAS, which incorporated several older services such as government documents, had been created in 1968 to offer a coordinated information service to those working in the fields of government and public affairs, broadly interpreted. As a department of the re-

search library, designed to supplement that library's more traditional resources, PAS was directed to place no limits on the kinds of material or forms of data that were acquired or used, so long as they were pertinent to the needs and interests of the clientele serviced. The census in machine-readable form is, in fact, a perfect example of the unconventional library resource which the department was created specifically to handle.

With this mandate, census tapes for California, plus the necessary tools—programs, the MEDLIST, etc.—and the needed documentation, were ordered. A specialized census reference service is now offered which includes extensive personalized orientation and a limited amount of consultation. General questions about the tapes are answered at PAS' regular reference desk, but this specialized service is a separate and distinct service within PAS. There were several reasons for this. First, the reference desk is an exceedingly busy place where questions must be answered expeditiously, or suggestions made to enable the user to start on his own search, so that the next reader waiting can be helped; since the typical initial census tape orientation takes at least one hour, it could not be handled as part of the regular service without causing that service to break down. Furthermore, there are in all nine librarians and seven others who are scheduled at the Public Affairs reference desk, and, given the time needed for someone to become trained in the census service and to keep up with the continuing flow of documentation, it was not economically feasible for all the staff to participate in the service.

This service is purely a reference and orientation service. It is not a production operation. Programs are available for the clientele to use, but the librarians do not themselves use them. Nor do

librarians offer such services as printing out data from the tapes for people, manipulating data for them, or doing any data processing. Instead, they make the data and the tools available to the user, so that he may do his own work. If he wants the processing done for him, he may obtain this service from Berkeley or another Summary Tape Processing Center at their stated rates.

The reference and orientation service is available to any inquirer and in fact the UCLA library serves as a User Contact Site of the Clearinghouse and Laboratory for Census Data, operated by DUALabs under contract with the Center for Research Libraries.

Copies of the tapes themselves and of the programs are kept at UCLA's Campus Computing Network (CCN) with access restricted to those who have received prior authorization from the library. Access is authorized by the library as a matter of course for anyone who has CCN computer time and he may then use the tapes and programs in accordance with CCN's standard procedures. This authorization system is designed to provide data on demand and usage to aid in planning. It enables the reference staff to ensure that potential users are acquainted with the documentation and are aware of the printed reports before they start their work with the tapes. It enables a degree of security to be maintained over the tapes, since it reduces the chance of damage caused by a completely uninitiated and untraceable user. In addition, insofar as users are willing—and this is done only with their consent—it permits the library to act as a clearinghouse to alert users to similar projects already underway on campus.

At the present time, no charge is made by the library for its census reference service or for access to its tapes and programs, though this may well change.

CCN of course applies its standard procedures in relation to the computer time. If a user is unable to obtain CCN computer time, or prefers not to, CIS will sell him copies of any of UCLA's census tapes or programs, so that he may use them at his own computer facility. At one time, tape lending was considered, but the problems inherent in such a procedure made this impractical.

At present, therefore, the library's service is completely designed for "do-it-yourselfers." In some ways, it is analogous to typical academic library service on books in foreign languages. For example, bibliographies of German books, the German books themselves, dictionaries, indexes of translations, and directories of translators and translation centers are made available to the reader. He is offered reference service, helping him to identify these items—but not a translation service for German books.

There is a group of services ranging from reference through programming and keypunching, to which the user of census data, or of any data in machine-readable form, must have access. However, the decision as to which of these services will be supplied directly by the library and which will be handled elsewhere, with or without library involvement, is a matter of local option. These services are supplied somewhat differently at Princeton than at UCLA, largely because the origins of the Princeton Census project, and its financing, are different.

THE PRINCETON PROGRAM

When the Princeton Library was approached by the Center for Research Libraries about acquiring the census tapes, two important precedents already existed: a tradition of cooperation with Rutgers for the purpose of avoiding duplication of special collections, and a prior acceptance of numerical ma-

chine-readable data files as a legitimate library resource. Since it was obviously less expensive to combine forces, an agreement was signed which created the Princeton-Rutgers Census Data Project. For the Princeton library this was a logical sequel to other similar steps. For example, Princeton is a member of the Inter-University Consortium for Political Research and the Consortium Membership Fee has for several years been part of the library budget, although related computer time and personnel services are funded by the Computer Center. When this decision was first made at Princeton, it was innovative. Today several other schools belonging to the Consortium have followed the Princeton pattern and more are considering doing so. However, it is not enough merely to foot the bill. Someone must undertake responsibility for the acquisition, the storage, and the use of the data. These responsibilities had been assumed for many years at Princeton by what is now known as the Social Science User Services (SSUS) section of the Computer Center and therefore it was logical for this group to perform the same functions in relation to the census tapes.

The advisory committee involved in the organization of the Census Project included, in addition to librarians, representatives of the Computer Center and of several departments in which there were potential census users. This committee confronted immediately the fact that funds would be needed for data acquisition and storage, computer use, and programming support. Contributions were therefore secured not only from the Princeton and Rutgers libraries but also from the budgets of several large research projects which already contained allocations for the acquisition of census data. The directors of these projects were all pleased with

an arrangement which would afford them access to the data tapes without the burdens of acquisitions, bibliographic recording, physical control, or software development and at less cost than if individual purchases were to have been made.

Practically, how does the project function? The Princeton-Rutgers Census Data Project is recognized by the Bureau of the Census as a Summary Tape Processing Center and by the Clearinghouse and Laboratory for Census Data as a User Contact Site. This means that inquiries at the project office, which is located at the Princeton University Computer Center, frequently come from nonuniversity sources. However, on the four major campuses served, people are accustomed to looking for printed census data in their libraries and the project encourages them to continue doing so. With the aid of the Census Packet (a monthly acquisitions list covering both printed and machine-readable materials, which also includes lists of suggested readings, descriptions of maps and other geographic aids and miscellaneous training materials), Part II of the Census User's Guide and a one-day orientation, most of our reference librarians are aware of the potential of the machine-readable data. The librarians who are directly responsible for the Bureau's printed reports, particularly the Public Administration Librarian at Princeton and the Government Documents Librarian at Rutgers, can answer questions concerning the specific tables which are included in the machine-readable files and the geographic areas which are more adequately covered by these and, as a result, it is now quite common for the project to receive a call from a library user asking, for example, "Can I get Table 29 in the Second Count for all minor civil divisions in four New Jersey Counties?"

Reference librarians are still doing census reference work but with expanded resources. Those users who come directly to the project office, but without such a specific request, are first referred to the printed reports, samples of which are available for use there. Frequently, the next step is to send them to the nearest library census collection, but in those cases where it is evident that they will need machine-readable data, two options are open to them. They may have the necessary retrieval done for them, and for this there is a charge of \$8.50 per hour for programming time with a \$25.00 minimum per request or they may themselves use the available programs and access the necessary data tapes in which case they receive relevant orientation and documentation without charge. In either case they would pay for computer time but *not* for consultation or for use of the tapes.

In administering the project the Social Science User Services section of the Computer Center has provided a bridge between the library and the computer. The services performed by this group are similar to those provided by comparable centers throughout the country—sometimes at computer centers but more often attached to research institutes or social science departments. However, the Social Science User Services section is unique in that it maintains and has maintained for years an active relationship with both the reference and technical services staff of the Princeton library so that in many ways it functions as a special library. Its regular services include responsibility for acquisition and control of much of the social science and literary data in machine-readable form obtained by or generated at Princeton University, and then released for public use. This involves providing reference service not just for the data tapes but for all of the supporting documentation, including code-

books and records of physical and logical characteristics. SSUS also maintains three major statistical packages (OSIRIS, SPSS, and Data-Text) for analyzing data on the computer, and has access to a fourth, the Princeton-produced P-Stat. Consultation is available for any computer-oriented research project in the social sciences or the humanities; this process can cover all phases of methodology from questionnaire design to analysis. All of these services are provided without charge to members of the university community; users pay only for special programming and keypunching.

This then is how census tape service has developed at UCLA and at Princeton-Rutgers. Many other solutions are possible within a library framework, but whatever the approach finally adopted by a library, it is certain that there are many potential users not only of census data in machine-readable form but also of the vast array of other machine-readable data resources which are becoming publicly available. In spite of the obvious technical difficulties, these are clearly significant information resources and as such should not be ignored by libraries. Machine-readable information resources are now available to a greater or lesser extent at virtually every research-oriented college and university and in government agencies at all levels, but the number of instances in which the libraries at these institutions are involved or even aware of these resources is sadly small. No library, regardless of its lack of technical expertise, should completely surrender its responsibility as an information center to an academic department, a research group, or a computer center. It is not necessary that librarians hold these data physically in the library or that they process or even know how to process them, but it is necessary that reference librarians have enough knowl-

edge of these data to advise users of their existence, their general contents, and of the means by which they may be accessed. Failure to do so is likely to result in proliferation of competitive services in an area in which costs can become extremely high.

FINANCING

For those libraries which have the desire and the capability to become more heavily involved in providing data services, the question of financing may seem insoluble. Once a library has decided how far along the continuum of possible data services it wishes to move (and this decision will inevitably be colored by the nature of any existing service at one's location), the question of how to finance these new activities must be confronted. Assuming that a library's budget cannot be increased to meet this new demand, three alternatives are available, all of which may seem at odds with traditional library policy, but all of which have already been implemented by libraries. The first alternative is the re-allocation of existing library resources. The second is to institute user charges. These may be applied directly to each individual user or may be paid by departments, agencies, or research groups in a lump sum determined by usage. User charges might well be applied to all computer-related work but probably not to basic reference service in most libraries. It is certainly simpler and perhaps more acceptable to users to charge for keypunching, programming, and machine time than for orientation and basic consultation. The other alternative which could be implemented either separately or in combination with user charges is that of outside subsidy. Traditionally, libraries have provided out of their general fund for acquisitions

requested by departments without expecting reimbursement from departments. Since, research budgets often contain provisions for machine-readable acquisitions, it seems entirely appropriate that when possible these funds be funneled through a central channel, the library, especially since a contract or grant may actually require that any such data become the property of the institution rather than of the individual. Although it must not be overlooked that many granting agencies specifically prohibit the purchasing of library resources on their funds (since the preexistence of adequate library facilities was a basic reason for awarding the grant to that institution in the first place) this seems an administrative problem capable of solution. All things considered, it seems logical that, before embarking on the major new activities that service from machine-readable data bases represents, a library might well solicit contributions from potential user groups, whether on-campus or off-campus, and employ any such contributions as seed money for initial acquisitions and processing.

To summarize, no library can completely abdicate its involvement in machine-readable data resources, unless it elects to abdicate part of its responsibility as an information center. However, since other nonlibrary centers may by default have assumed many of the functions involved, the degree of library activity must take account of the existing situation. At the very least, communication with the nonlibrary center would always be desirable, as would entries for machine-readable data files in the public catalog and basic reference service. This minimal activity must become an integral part of the service of every research library.

Black Book Reviewing: A Case for Library Action

Although the rate at which books by and about blacks has increased rapidly during the past few years, there has been no corresponding increase in the publication of reviews and indexes for these new books. In order to select the best available materials for library collections and Black Studies programs, librarians must be able to locate reviews that do exist on these books. In addition, librarians will have to make demands on the predominantly white book media to include and more carefully select reviews on books by and about blacks.

MORE BOOKS BY AND ABOUT BLACKS are being printed than ever before in publishing history. An article, which appeared in the June 1971 issue of *Sepia* magazine entitled "The Black Book Boom," estimated \$60,000,000 as the current retail value of black books being published. Needless to say, it is now more. A modicum of these are distributed by small, newly established black publishers. The effects of this deluge of black materials on libraries and librarians are both devastating and frustrating.

To attempt to purchase all books on black themes now streaming off the presses, no matter how much material is needed to fill in gaps and support Black Studies programs, is virtually impossible. Limited budgets, the need to balance the book collection, relevancy of the materials, and quality are all factors that have to be taken into consideration.

The criteria for establishing a good basic black book collection should be quality. The task of discarding quickie books on blacks from the ones that pro-

mote honest scholarship and present meaningful literary insights into the black experience is indeed an important one.

In order for librarians to be selective in buying books by and about blacks, they should familiarize themselves with the few available tools for selecting these materials. In applying professional knowledge to book selection, librarians can either examine the book if a copy is available and time permits, or read reviews about the book. For reviewing purposes, librarians can rely on the standard basic tools such as *Choice*, *Library Journal*, *American Libraries*, *Booklist*, and other journals. It is tragic to note, however, that few of these references give even a minimum amount of attention to reviewing books by and about blacks.

A few noted and established black writers—James Baldwin, Julius Lester, Ernest J. Gaines, John Edgar Wideman, John A. Williams, and Ronald Fair—are reviewed in the white book media. These authors are published by major white publishers who can and do exert influence on the book reviewing hierarchy. Yet other black authors, who are writing on a comparable if not higher level are not reviewed in these journals.

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The revolutionary novel by Sam Greenlee, *The Spook Who Sat by the Door*, was a bestseller in London, and ended up a bestseller when it finally appeared in this country. When Greenlee was questioned about where it had been reviewed during a lecture at Fisk University on April 22, 1971, he replied that only the *Johnson City, Tennessee Chronicle* had bothered to review it. Further search showed the book was noted in *Jet* magazine, but not reviewed.

Books by black authors do not get the attention of the reviewing channels for various reasons: (1) some reviewers do not think the books are worthy of reviewing; (2) space limitations exist for reviews; (3) the books are judged of no interest to readers of the publication; (4) publishers do not press for reviews; and (5) the books are not sent to be reviewed. The underlying reason, however, was aptly pointed out by black librarian and publisher of Broadside Press, Dudley Randall, who blames it on racism in the reviewing media. In the much publicized and discussed article, "Why Minority Publishing?" which appeared in the March 15, 1971 issue of *Publishers' Weekly*, he noted that books by black Pulitzer-prize-winning Gwendolyn Brooks were widely reviewed when published by Harper. But her recent book, *Riot*, published by Broadside Press, had been received with almost total silence. Okechukwu Mezu, publisher of Black Academy Press, in the same article agreed that his main problem in the book reviewing media was its failure to review his books.

Although white publishers may retort that they too have the same problem, it is not of the same magnitude. The hard fact is that whites control reviewing services and publications. There is no doubt that these sources are powers which repress and influence the dissemination of black reviewing information.

In the twilight of this gray picture tinged with racism, where can librarians turn to obtain reviews and announce-

ments of books by and about blacks, both scholarly and popular? *Publishers' Weekly* does not strain to announce titles by Broadside Press, Third World Press, Third Press, Drum and Spear, Afro-Am, and other minority publishers. Librarians should be able to find reviews in *Book Review Digest*. This widely-used compilation should seemingly review black titles that are under consideration for purchasing. But what does *Book Review Digest* index? It purports to index reviews of current fiction and nonfiction in *selected* periodicals. Unhappily, the *Digest* does not list one black periodical for indexing in its array of selected titles.

This raises questions. Who makes the selection of periodicals for reviewing? In the prefatory note, *Book Review Digest* states that it is done by subscribers' votes. Who are the subscribers? Don't the subscribers, certainly libraries, realize the importance of black periodicals and journals in this age?

To qualify for inclusion in *Book Review Digest*, a work of nonfiction must have received two or more reviews, and for fiction, four or more reviews in the selected journals. Thus, if only one white selected journal reviews one book of black fiction or nonfiction, that book will not qualify for inclusion. As black titles and books by black authors are not extensively reviewed in white reviewing publications, it is obvious that few will reach *Book Review Digest*.

The *Book Review Index*, first published by Gale during 1965-68, is a guide to current reviews of books. Four black publications are indexed. These are the *Journal of Negro Education*, *Journal of Negro History*, *Negro Digest* (now *Black World*), and the *Negro History Bulletin*. The *Journal of Asian Studies* is indexed but not the *Journal of African Studies*.

One can find review information and announcements on black materials primarily in black publications and services designed for disseminating this infor-

mation. Unfortunately, many librarians have not resorted to using these sources: some lack knowledge about them; sometimes libraries do not subscribe to them; and a few are professionally indifferent and negligent.

One bibliographic service that lists and annotates books by and about blacks (current and reprints) is the *Bibliographic Survey: The Negro in Print*, published in Washington, D.C., with Beatrice Murphy as managing editor. This service began in May 1965, and many libraries subscribe to it. The service lists nonfiction, fiction, books for young readers, periodicals, paperbacks, and reprints. The publishing policy states: "Its purpose is to inform and let the reader form his own opinion."

As librarians are aware, in book selection a decision for purchasing cannot be effectively made from a book annotation. The book might sound interesting and be needed for the collection, but it might not meet the criteria for occupancy on a library shelf. There might be another work on the same topic better written, more timely, and treated by a more knowledgeable author. The *Bibliographic Survey* is valuable for book news, but not for reviews.

There currently is one pertinent index for locating reviews on books although slow in publication. *The Index to Selected Periodicals*, published by G. K. Hall since 1950, indexes black periodicals and journals. There is a subject listing in the *Index* under "Book Reviews." The entries include the name of the author, title of the book, name and date of the periodical in which the review appeared, and the reviewer. With more and more black publications coming into being, the publishers in the 1971 *Annual Index to Periodical Articles by and about Negroes*, published in 1973, have broadened the scope to include "significant Black journals which are either not indexed or incompletely indexed elsewhere." Eight new titles have been added.

A new index, *Black Information Index*, was an outgrowth of the subcommittee on Negro Research Libraries, an extension of the COASTI Task Group on Library Programs of the Committee on Scientific and Technical Information, which had its maiden printing in 1970. To date, four issues have been published. Whether this index will remain in print is questionable. The publication, now in limbo, scanned over eighty newspapers and journals, major white ones included, providing current information and news about black people. Book reviews are one of the forty-one categories listed. Here the entry is under the title of the book. The author is listed next, with bibliographic information, the name of the reviewer, and location of the review.

The most current listing for black book reviews is the *Black Books Bulletin*, which is published quarterly by the Institute of Positive Education in Chicago, Illinois. The *Black Books Bulletin* has an attractive format, and contains critical reviews of books by and about black people on all subjects. There is a list of current, annotated books, news from black publishers, and reviews about children's books.

After locating reviews of these books, the kinds of periodicals in which they appear and the reviewers must be examined. Frequently, book reviews published in periodicals other than professional library journals do not help librarians with book selection. Some simply describe a book, others are geared for a particular reader interest, and some are intended to promote an author, or book sales.

When reading reviews about black titles in a black publication, something should be known about the publication itself. How is the periodical slanted toward black nationalism or moderation; black middle-class orientation; scholarly or popular?

Next, special attention should be given to the reviewers. Are most reviews of

books by black authors favorable because the reviewers are biased, realizing that black authors have too long been ignored in publishing circles? Do they feel obligated to help the brothers and sisters? Do the reviewers lean toward the left and totally disregard a good scholarly work or excellent piece of literary writing because they do not personally agree with the author's point of view? Conversely, are the white reviewers of titles by black authors racially influenced, too critical in comparison with other works on the same subject by white authors, and heedless of the unique black experience in American life that has nurtured and limited the author's insight, ability, and experience?

There are black journals which publish excellent book reviews by knowledgeable black as well as white scholars and researchers in various academic fields. The reviews are extensive, well-written, and many take the form of an essay. The number of reviews vary each issue, possibly because of space limitations.

The *Journal of Negro History*, issued quarterly by the esteemed organization of the Association for the Study of Afro-American Life and History, which has pioneered in the publishing of black history since 1916, averages fifty book reviews a year on historical and related topics. Its companion publication, the *Negro History Bulletin*, geared for elementary and secondary schools, as well as for universities and colleges, is published eight times a year. Approximately two to four reviews are published in each issue.

Literary quarterlies of black academic institutions and organizations present quality reviews. The prestigious *College Language Association* journal reviews over sixteen publications a year. Announcements are included of recent black publisher's books, and of works by and about blacks. *Phylon*, a publication of Atlanta University, reviews books under the caption "Literature of

Race and Culture." The number of reviews has dwindled somewhat in the past year and vary from one to two, and in a few instances, none.

Freedomways, published by Freedomways Associates, Inc., reviews approximately sixteen books a year. The outstanding feature of this quarterly is its extensive, annotated list of recent books in all subject areas. This list sometimes numbers over 150 titles per issue. Full bibliographic information is given and additional titles on similar subjects or themes are pointed out in the annotations. These features are of special interest to librarians. The *Black Scholar*, published monthly except for July and August by the Black World Foundation, publishes one to two reviews per issue.

The laudable little magazine, *Black World*, carries about two to three reviews monthly. Often, however, it does not fully identify the reviewers. The notes on books and writers are valuable for information on black writers, publishing news, and literary perspectives. The librarian seeking reviews of black titles should be able to distinguish a review from a mere description or blurb as those that appear in the popular, slick *Ebony* and *Essence*, and news magazine, *Jet*.

The problem of finding good, reliable reviews about books by and about blacks is important to librarians. Presently, publishers are dashing off at an astronomical rate inferior works with black themes. Many are slipshod, pseudo-scholarly works published to cash in on the black bonanza by instant black experts while the demand is heavy.

In glancing through new titles, it is apparent that anthologies are now in vogue and leading the lists. The rash of anthologies which some editors have published are collections with almost repetitious titles, making it more confusing to librarians. These are evidenced in such collections as: *A W. E. B. DuBois Reader*, edited by Andrew G.

Paschal, and W. E. B. DuBois: *A Reader*, edited by Meyer Weinberg; *Black Drama: An Anthology* edited by William Brasmer and Dominick Consolo, and *Black Drama Anthology*, edited by Woodie King; and *The Black Soldier*, edited by Jesse J. Johnson, and *The Black Soldier*, edited by Jay David and Elaine Crane.

Collections of biographies are also repetitive in content. For example, both books, *Negroes of Achievement in Modern America* by James J. Flynn, and *Black Profiles*, edited by George R. Metcalf, have chapters on Roy Wilkins, Thurgood Marshall, Martin Luther King, Jr., James Howard Meredith, Medgar Wiley Evers, and Jackie Robinson.

Frequently, similar chapters excerpted from books are used in different collections. In Melvin Drimmer's work with the grossly misleading title, *Black History: A Reappraisal* (which is a collection of articles rather than a firsthand appraisal) a chapter is included on "The Background of the Harlem Renaissance" which appeared in Robert A. Bone's classic *The Negro Novel in America*. The same chapter is repeated in Eric Foner's *America's Black Past: A Reader in Afro-American History*. Other writers who have written on the background of the Harlem Renaissance could certainly be included in collections; but they are ignored by slovenly editors out to make a quickie publishing name by capitalizing on books by and about blacks.

If librarians, both black and white, learn to be more selective in purchasing titles by or about blacks and let the publisher know their criteria, perhaps then, publishers will become more selective in printing works that librarians can point to with professional pride as excellent sources for research or reader interest on blacks. In order to do this, librarians must let the publishers know that they are aware of the current mass

publication of inferior works, repetitious subject matter, and misleading titles. Publishers must be made to realize that librarians are not going to rush blindly to purchase any book with the word black in the title for Black Studies programs and collections without any professional inquiry.

Black librarians, in particular, must be hypercritical and more vocal in evaluating books on black themes and by black authors. Even though a book is by a black author and is about blacks, they must ask if it really gives true insight into black life or black scholarship. These librarians, above all, should be thorns in the side of the white publishing establishment. They should work more closely with black publishers in selecting books relevant and true to the black experience. More black librarians should be invited to review books for white publications and also for black ones, particularly in the juvenile and young adult fields.

Now is the time for the library profession to pressure the book reviewing media to index black publications and to review more books by and about blacks. These should include those published by black publishers. Librarians must contribute to the free flow of black information and influence media in the book publishing establishment.

Today, the black man is being exploited in book publishing. The Indian appears to be next in line, and possibly later, the Chicanos, Puerto Ricans, and alas, even the Eskimos, and librarians will be continuously beleaguered with a flood of miscellaneous print.

Librarians, face the challenge and act! Soon we may be like the tired, old black farmer in the classic joke, who had labored so long and hard under the hot sun, that finally one day, he dropped his plow in the middle of the dusty field, looked up to the sky and said: "Oh, Lawd, ah'm so tired, ah think ah done been called to preach!"

Large Libraries and Information Desks

The results of a survey on the nature and functions of information desks in large academic and public libraries are examined with respect to the functions, staffing patterns, and times of service of information desks. Various aspects of the structure of libraries are analyzed in relation to information desk services with some differences in services found between academic and public libraries. The survey expands and brings up to date Kleiner's 1967 study.

INTRODUCTION

ALTHOUGH THERE IS CONSIDERABLE LITERATURE on various aspects of reference work, only one article seems to have been written specifically about the information desk. Jane P. Kleiner surveyed the member libraries of the Association of Research Libraries in 1967 regarding information desk services and reported her results and conclusions in the November 1968 issue of *College and Research Libraries*.¹

To broaden the knowledge base concerning information desks, the author conducted a mail survey of large academic and public libraries in the spring of 1972. This survey included a wider range of topics than did Kleiner's and was mailed to a larger sample of libraries. In addition to a broad overview of information desk services, specific foci of the study were: (1) the nature of information desk work as practiced in large libraries, particularly the professional/nonprofessional dimensions of the job; (2) the influence that the structure of the library, with emphasis on the arrangement of its reference services, might have on the nature of information desk service; and (3) the

differences, if any, of information desk service in academic versus public libraries.

METHODOLOGY

Data were gathered by means of a three-page questionnaire mailed to 124 academic libraries and 73 public libraries in the spring of 1972. The sample consisted of all academic and public libraries with holdings of 500,000 volumes or more, according to the 1970-1971 *American Library Directory*. State libraries and special libraries were excluded from the sample.

Of the 197 questionnaires mailed, 155 were returned, for an overall return rate of 79 percent. For academic libraries, the return rate was 82 percent, and for public libraries, 73 percent. The following analysis is based on 102 usable questionnaires from academic libraries and 47 usable returns from public libraries.²

The returns were from a first and only mailing, and no follow-up letters were mailed. This relatively high return seems to reflect considerable interest in the matter. Many respondents indicated that information desks were a topic of interest and discussion in their libraries, and sixteen librarians explicitly requested that they receive a copy of the results.

Items on the three-page questionnaire

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required either a check mark or a short answer. Most of the third page was left empty for "additional comments." The definition utilized in the survey was an operational one:

Information Desk: a desk readily available to library patrons upon first entering the building. Traditional information desks have provided three basic types of service: (1) locational or directional information (where is —?), and (2) instruction in use of the library and its materials, and (3) simple reference. Catalog assistance may also be a function of the information desk. The information desk may be distinguished from a reference desk in that the reference service provided by the information desk is limited to simple or "ready" reference; it does not offer extensive or specialized reference assistance.

INFORMATION DESKS AND THE STRUCTURE OF LIBRARIES

Many large libraries do not have information desks: 53 percent of 102 academic libraries and 36 percent of 47 public libraries do not. In the libraries without information desks, the services that are usually performed by information desks are rendered by other library units. As expected, this unit most often is the reference department, although frequently the circulation department fulfills many of the functions.

A larger percentage of public libraries have information desks (64 per-

cent) than do academic libraries (47 percent). This may indicate a greater service orientation of public libraries and less library sophistication of the average user.

A definite correlation occurs between the existence of an information desk and the existence of a decentralized system of reference (see Table 1). A chi square analysis shows the relationship to be significant at the .01 level for academic libraries and at the .10 level for public libraries.

A centralized reference service, if properly located, can assume most or all of the services of an information desk; when the reference service is decentralized, however, no other unit can easily perform the directional assistance, catalog assistance, and simple reference functions of the traditional information desk. Conversely, in a decentralized reference situation, a referral service is needed to advise the patron and to refer him to the appropriate subject reference specialist.

Although it was assumed that systems with a large number of branch libraries might have more need of an information desk in the main library (to explain the library system to patrons and to refer patrons to the appropriate branch), this was not the case. Academic libraries—with or without an information desk—have about the same number of branches. The lack of a relationship may be due to the small number of

TABLE 1
STRUCTURE OF REFERENCE SERVICE AND PRESENCE OF INFORMATION DESKS

	Number Having a Centralized Reference Area	Number Having a Decentralized Reference Area	Nonresponses to This Item	Total
Academic Libraries with Information Desks	18	26	4	48
Academic Libraries without Information Desks	37	17	0	54
				N = 102
Public Libraries with Information Desks	1	24	5	30
Public Libraries without Information Desks	4	13	0	17
				N = 47

branches in most academic systems (the median being approximately five branches).

Public library systems tend to have more branch libraries than do academic ones. In addition, public libraries with information desks in the main library appear to have more branches than those without information desks. Yet this correlation cannot be explained on the grounds that an information desk is needed for the large number of branch libraries because public library branches are, in essence, small public libraries, not subject speciality libraries (as in academic libraries); and because this correlation may only reflect that the entire system, including the main library, is large and complex.

Another way of examining the relationship between the structure of libraries and information desks is through the existence of catalog assistance and general reference desks. It was hypothesized that a general reference desk would not be needed if there were an information desk (except perhaps in a library with centralized reference), and that a catalog assistance desk would not be necessary if the information desk were near enough to the catalog to perform that function. The data did not support these speculations. Sixty-six percent of the academic libraries with information desks and 47 percent of the public libraries with information desks, in addition, staff general refer-

ence desks. Twenty-seven percent of the academic libraries and 50 percent of the public ones with information desks also have catalog assistance desks. Apparently some libraries receive so many general reference and catalog assistance questions that the information desk cannot both answer them and perform its directional function properly.

TIMES OF INFORMATION DESK SERVICE

The libraries with information desks vary considerably in the amounts of time that the desk is staffed. Table 2 indicates the diversity. Both academic and public libraries staff their information desks about the same number of hours per week (cf. mean hours). However, since academic libraries on the average are open more hours per week than are public libraries, the ratio of time that the information desk is staffed to time that the library is open is smaller for the academic libraries. Twenty-nine of the thirty public libraries staff their information desks 100 percent of the time that the library is open (up to 71 hours per week), and twelve of the forty-eight academic libraries staff their information desks 100 percent of the time that the library is open (up to 102 hours per week).

Of the forty-eight academic libraries, 98 percent staff the information desk during the day, 73 percent during evenings, and 73 percent on weekends. In the thirty public libraries, the informa-

TABLE 2
INFORMATION DESK SERVICE PER WEEK

	Number of Hours Library Is Open	Number of Hours Information Desk Is Staffed	Percentage of Time Library Is Open That Information Desk Is Staffed
Academic Libraries			N = 48
Range	61.5-168	18-102	17.6-100
Median	100	78	82.8
Mean	99.1	69.9	77.6
Public Libraries			N = 30
Range	48-71	48-71	88.4-100
Median	67	67	100
Mean	66.4	66.2	99.6

TABLE 3
FUNCTIONS OF INFORMATION DESKS

Function	Academic Libraries (N = 48) Number (Percent)	Public Libraries (N = 30) Number (Percent)
Directional Information	48 (100)	30 (100)
Catalog Assistance	42 (88)	23 (77)
Instruction in use of periodical indexes	24 (50)	8 (27)
Instruction in use of bibliographies	24 (50)	8 (27)
Simple reference service	34 (71)	16 (53)
Answering mail requests	17 (35)	8 (27)
Giving library tours	20 (42)	5 (17)
Giving library instruction to classes, special groups, etc.	17 (35)	5 (17)
Telephone switchboard	14 (29)	5 (17)

tion desk is manned during the day in all cases, during the evenings in 97 percent, and on weekends 97 percent. Most of the public libraries are closed on Sundays.

FUNCTIONS OF INFORMATION DESKS

Table 3 presents an outline of the nature of information desk service in large academic and public libraries, as measured by this survey. Public libraries have a somewhat different profile than do academic libraries, particularly in instructional types of functions. All provide directional information service, telephone service, indexing current book reviews, directory service, screening applicants for library privileges, interlibrary loan assistance, check-out of special materials and filing.

Respondents were also asked to categorize information desk functions in terms of the three traditional areas of

information desk service—directional information, instruction in use of the library and its materials, and simple reference—and to estimate the percentage of time spent in each area. As Table 4 suggests, most services performed by information desks can be subsumed under three headings. On the average, approximately half of information desk service consists of directional and location-al assistance.

On a professional/nonprofessional basis, respondents varied considerably in their estimate of time spent on duties in each category. Some thought that none of the information desk duty was professional in nature, and some considered all the work professional. Academic and public libraries were similar in their average estimates of the percentage of time spent on professional duties: academic libraries had a median of 40 percent and a mean of 41.9 per-

TABLE 4
PERCENTAGE OF TIME SPENT ON DIRECTIONAL ASSISTANCE,
LIBRARY INSTRUCTION, AND SIMPLE REFERENCE

	Directional Assistance (Percent)	Library Instruction (Percent)	Simple Reference (Percent)
Academic Libraries			
Range	5-100	0-70	0-70
Median	50	25	18
Mean	48.3	26.8	18.8
Public Libraries			
Range	5-100	0-70	0-70
Median	50	15	17.5
Mean	49.5	19.6	22.3

cent, and public libraries had a median of 45 percent and a mean of 42.6 percent.

Another way in which the nature of information desk service, particularly its service aspect, might be elucidated is to know the size of the reference collection kept at or near the information desk and utilized by desk attendants. Some information desks in the survey had no reference works at all at the information desk; at the other extreme, one public library had 10,000 volumes available for use by the information desk. The libraries fall into five groups based on the number of reference works normally available to the information desk:

<i>Number of Reference Volumes</i>	<i>Academic</i>	<i>Public</i>
1. None	10	6
2. A dozen or fewer	10	9
3. Between a dozen and a hundred	10	5
4. Between a hundred and a thousand	8	5
5. Over a thousand	3	1
	N = 41	N = 26

About two-thirds of both academic and public libraries have fewer than one hundred volumes at the information desk, which supports the idea that it is usually the "simple" or "quick" type of reference that is rendered at the information desk.

In addition to reference works kept at or near the information desk, frequently other materials are close enough to be used by the information desk attendant while working. Table 5 lists some of these tools and services and notes the percentage of libraries in which they are utilized by the information desk attendant.

Other materials or services mentioned include books-on-order file, telephone directories, information about the library, information about the university and/or city, college catalogs, shelflist, reserve desk, registration file, subject headings, vertical file, index to recent book reviews, and new book shelf.

STAFFING THE INFORMATION DESKS

As Tables 6 and 7 depict, academic libraries tend to have a higher status person staffing the information desk during the day than do public libraries. The situation is reversed for evening and weekend hours, when public libraries staff the information desk with a higher status person.

Sixty-five percent of the academic libraries and 53 percent of the public libraries having information desks think that a professional librarian is needed at the information desk during the day. For evening and weekend hours, 56 percent of the academic libraries and 50 percent of the public libraries consider that a professional librarian is neces-

TABLE 5
MATERIALS AND SERVICES NEAR ENOUGH TO THE INFORMATION
DESK TO BE OF USE IN NORMAL INFORMATION DESK WORK

Item	Academic Libraries (N = 48) Number (Percent)	Public Libraries (N = 30) Number (Percent)
Card catalog	42 (88)	22 (73)
Serials record	35 (73)	18 (60)
Periodical indexes	21 (44)	9 (30)
Bibliographies	27 (56)	11 (37)
Reference works other than the information desk collection	18 (38)	8 (27)
Circulation desk	36 (75)	13 (43)
Interlibrary loan	26 (54)	8 (27)

TABLE 6
STAFFING PATTERNS DURING DAYTIME HOURS

	Academic Libraries (N = 48) Number (Percent)	Public Libraries (N = 30) Number (Percent)
Professional Librarian	35 (73)	19 (63)
High Level Nonprofessional	11 (23)	10 (33)
Low Level Nonprofessional	2 (4)	1 (3)

sary. In those libraries which do not staff the information desk with a professional librarian during evenings and on weekends, there is, almost without exception, a librarian on duty at some point in the library. In response to the question, "Would it be sufficient to have a librarian on call (in some other part of the building) to handle questions that a nonprofessional attendant could not answer?" 56 percent of the academic library respondents and 47 percent of the public library respondents said "yes."

Based on the data collected, the investigator concluded that in many, if not most, cases a professional librarian is not needed at the information desk (though it may be handy to have a librarian on call). The duties are basically subprofessional in nature. As noted in the discussion of information desk functions, approximately half of the staff time is devoted to directional assistance. Furthermore, much of the "library instruction" and "simple reference" service performed at an information desk does not require professional training. Elementary instruction in the use of a particular library, general peri-

odical indexes, or the catalog can be handled by a trained nonprofessional. Likewise, the information desk attendant is not called on to do in-depth reference work, but only general and simple reference. In fact, the information desk reference collection typically is small, about a dozen or so volumes.

In short, the primary function of an information desk is location and orientation. Directions regarding the library and its basic finding tools are also of concern. Such tasks require a friendly, courteous person with a good knowledge of a particular library and a general knowledge of basic finding tools. A professional librarian is not required, unless detailed library instruction and reference service is provided.

SUMMARY

Not all large libraries have information desks; about one-half of the academic libraries and one-third of the public libraries represented in this survey do not. In these libraries, the directional, instructional, and simple reference functions are performed by other library units, most frequently the reference or circulation department.

TABLE 7
STAFFING PATTERNS DURING EVENINGS AND ON WEEKENDS

	Academic Libraries (N = 48) Number (Percent)	Public Libraries (N = 30) Number (Percent)
Professional Librarian	26 (54)	20 (67)
High Level Nonprofessional	6 (12)	8 (27)
Low Level Nonprofessional	2 (4)	2 (7)
Student Assistant	3 (6)	—
Information Desk Not Staffed	11 (23)	—

In those libraries which do have information desks, approximately half of the information desk work involves directional and locational assistance. Almost all of the work can be subsumed under the categories of directional and locational assistance, instruction in the use of the library and its materials, and simple reference. Information desks in academic libraries perform more instructional services than do their counterparts in public libraries. About 40-45 percent of the work is considered to be professional in nature.

The information desk is most frequently staffed by a professional librarian (in about two-thirds of the cases). Academic libraries staff the desk with a professional librarian more often during the day than during evenings and on weekends. On the other hand, public libraries tend to increase slightly the professional coverage during evenings and on weekends. Respondents were about equally divided as to whether or not a professional librarian on call (but not actually stationed at the desk) would be sufficient professional coverage.

On the average, information desks in academic and public libraries are staffed about the same number of hours per week: 65-70 hours. However, since academic libraries remain open more hours per week than do public libraries, their ratio of "hours information desk is staffed to hours library is open" is smaller.

Regarding library structure and information desks, a significant correlation was found between information desks and decentralized reference. Presumably, when reference is decentralized, a point of contact must be established in order to provide directional assistance, referral of the patron to the right subject area reference, etc. A rather surprising finding was that two-thirds of the academic libraries and nearly half of the public libraries with information desks have, in addition, a general reference desk. Half of the public libraries and one-fourth of the academic libraries also staff a catalog assistance desk. Thus, the following combination can be found: decentralized reference areas, an information desk, and a general reference or catalog assistance desk. Apparently heavy patron use and/or special characteristics of individual libraries lead to these patterns.

In conclusion, whether or not a large library establishes or continues an information desk depends largely on how well the directional, instructional, and/or simple reference functions are being served or can be served by other units in the library. If an information desk is established, its staffing patterns and its hours of operation must be decided in response to local needs. However, this survey may provide some guidance by indicating the patterns of information desk service (or its absence) in other libraries.

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4. Larry Harrelson, Shirley Pelley, and Christine Gilson, "Final Report of a User Survey of the Bizzell Memorial Library with Special Reference to Problems" (Norman: University of Oklahoma libraries, July 1972). (Mimeographed)

Reference-Bibliographers in the College Library

One approach to making a college library more relevant, dynamic, and intelligible is to employ specialists with broad subject competence, thoroughly familiar with the terminology, bibliographic tools, and major writings of several related disciplines. These subject specialists or reference-bibliographers provide reference and instructional services, and serve as coordinators between academic departments and the library. A significant increase in the quality of library service is attained with reference-bibliographers both building and interpreting the collection. The reference-bibliographer concept is examined from several perspectives: historical antecedents; relationship to the academic setting; and the authors' experience with a staff of subject specialists at a predominantly undergraduate college library during 1969-1972.

WHAT WILL BRING THE COLLEGE LIBRARY COLLECTION TO LIFE? One approach within our grasp is a commitment to educate and to employ subject specialists, preferably called reference-bibliographers. Such a librarian would function in the capacities of reference librarian, bibliographic instructor, and selection specialist in a relatively broad area such as the social sciences, humanities, or sciences. He would not specialize in one narrow field, but rather possess competence in several related disciplines with knowledge of terminology, bibliographic tools, and major writing.

The bibliographer as book/journal selector has been a staple in many large public and university libraries for several decades. Herman Fussler, formerly

of the University of Chicago library, and Cecil K. Byrd, Indiana University library, have described the responsibilities and value of subject specialists in a university setting.¹ From the available literature, however, it appears that the major tasks of university bibliographers are related to selection, with only occasional attention to reference work or formal instruction. In contrast, the college reference bibliographer devotes approximately equal commitment to reference and selection duties, and increases accessibility by placement in the reference or public services department. The reference-bibliographer possesses more specialized subject competencies than the generalist college reference librarian and a broader subject area mandate than some university bibliographers. Participation in bibliographic instruction is a required activity for the reference-bibliographer.

Service and substantive knowledge of a cognate discipline are compatible, in-

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terrelated requirements for the next generation of college reference librarians. Robert Haro has written about a Renaissance bibliographer who performs as selector, reference librarian, and teacher. It is toward his idealized model that we have journeyed.²

PHANTASMIC SPECIES

In a perceptive speech at the Louisiana State University library, Richard H. Dillon asked where the cadre of library subject specialists could be found. With regret, he concluded that subject specialists were almost a phantasmic species, and that for many years in librarianship there has been

... a subliminal understanding that we are servants of scholarly men, hand-maidens of culture, not co-equals with those who research and create. This self-limitation has acted as a governor on the speed of our progress, as blinders on our vision. We can be the peers of our patrons, however serious and studious they may be, if we set out to create a partnership. But we must bring plenty of collateral in the form of education, training, knowledge.³

Dillon was deploring the myth of the generalist librarian who cannot relate to faculty and students beyond the veneer of bibliographic sources, and who does not possess the advanced study required for quality acquisition decisions and specialized reference work.

In a recent report commissioned by the National Academy of Sciences and the Social Science Research Council, the call for library subject specialists is considered a priority:

Most major libraries have made major advances in automated services and have hired personnel competent in this area. Similar progress has not been made, however, in training curatorial librarians who combine knowledge of subject and area with skill in library techniques and can thus work with scholars in planning and executing

programs responsive to new intellectual interests. Specialized acquisitions personnel remain one of the weakest links in the library system. Especially needed are persons who are themselves scholars and thus aware of innovations in scholarship, so that they can compensate by their knowledge and interests for the inevitable gaps in faculty initiative. All the great libraries have had people of this kind, but they are becoming scarcer—partly because the best of them are diverted into administrative or teaching jobs, partly because the salaries for this kind of work are not commensurate with the talent and contributions of these specialists. There is clearly a need here to define and institutionalize a new career with sufficient rewards in money and prestige to attract the talent required.⁴

Although the report tends to focus on larger institutions, it also applies to the middle-sized academic institution. Service quality should not be primarily differentiated by institutional size. In fact, a small- or medium-size college may be more in need of three or four reference-bibliographers than a major university in order to make discriminating selection and to provide the bibliographic instruction possible in a closely knit community of scholars.

CLIO'S SHADOW

A brief foray into library history reveals antecedent ideas and movements that have influenced the reference-bibliographer concept. In some respects it draws from the scholar-librarian tradition of a former age. The early history of American librarianship demonstrates that many individuals, attracted to library work from established scholarly disciplines, profoundly contributed to the substance and stature of the profession. The readers' advisor movement, which bloomed in the 1920s and 1930s, emphasized the assessment of community needs and the discriminating recommendation of materials to public li-

brary patrons. Bibliographic skills were coupled with a knowledge of the literature. Retrieval without the capacity for qualitative advice on the merits of sources was considered a mechanistic facility.

The Library-College movement has contributed to the reference-bibliographer concept by aiming at a union of bibliographic expertise and teaching competence. Formal communication of bibliographic knowledge, particularly to advanced students, is a linkpin in the reference-bibliographer's inventory of tasks. Responding to user inquiries, however creative and skillful, is still an essentially passive activity. A planned, aggressive instructional program is an indispensable corollary to answering random inquiries as it provides the serious library user with the bibliographic context to articulate future questions with precision.

RESPONSIVE LIBRARIANSHIP AND FACULTY STATUS

Responsive academic librarianship for the 1970s and beyond must be based on a thorough comprehension of curricular trends and the impact of innovations in educational/informational technology on user requirements. Greater emphasis on independent study, less reliance on lectures, increased use of nonprint materials, and a more sophisticated student population have already appeared as significant educational forces in many colleges and universities. Although the influence of these trends on academic librarianship is as yet unclear, in this period of major educational introspection and experimentation, it is imperative that librarians begin to participate in faculty and administrative decision-making processes regarding curriculum modification, facilities, enrollment, and budgetary allocations. A responsive posture cannot be attained by hastily reacting to every shift in curriculum and instructional strategy after

it has been implemented. Librarians' long-range contribution to the academic community requires an anticipatory posture that attempts to foresee the evolving information requirements of students and faculty, and thereby to enhance the bibliographic dimension in the learning environment.

It is one thing to proclaim alliance with the faculty and quite another to gain their confidence and respect. To convey the value of proficiency in information-seeking strategies and bibliographic sources to faculty requires that the instructor first perceives the librarian as an intellectual peer. Many professors are blithely unconcerned about developing student competencies in the use of library resources and accept bibliographic sources and documentation of inferior quality. To achieve a more symbiotic relationship with faculty and students, librarians must attain a comprehensive knowledge of one or more scholarly disciplines and become familiar with the dynamics of scholarly research. Faculty can relate to the librarian who is conversant with different schools of thought as well as primary literature in his discipline, and who can recommend a new title for his perusal. In this role the librarian can strive for a complementary, counselor relationship, rather than a competitive one. Satisfaction of the instructor's informational needs will generate mutual respect and an awareness of the librarian's capacity to serve faculty and students.

Responsive librarianship may also be enhanced by the current quest for faculty status by librarians. Role and status in a social system influence relations among members of groups. As information mediators, librarians are an integral part of the educative process; yet it will be the faculty who will judge the merits of their entry into the professoriate. If the lack of faculty status for librarians lowers faculty perceptions of

their worth, then librarians must couple their desire for faculty integration with quality performance and educational attainments beyond the basic professional degree. It is suggested that faculty, students, and administrators will relate more beneficially to those academic librarians (and vice versa) with faculty status, multiple advanced degrees, foreign language proficiency, and scholarly specializations.

TOWARD A NEW LIBRARIAN

The following sections describe the reference-bibliographer concept in terms of job responsibilities, organizational structure, and impact on library services. Comments are derived from the authors' experience in designing, implementing, and evaluating a staff of four reference bibliographers, each with at least two master's degrees, at the State University of New York, College of Cortland. Previously the library employed only general reference librarians.

Job Responsibilities

Amalgamation of the acquisition and reference functions is the premise for the position of the reference-bibliographer. With the slow but unmistakable shift of selection responsibility from faculty to library, it is increasingly evident that one or two generalist acquisition staff members cannot do justice to all fields covered by the curriculum as well as supervise clerical personnel in the search/order process. Furthermore, the traditional base of acquisition personnel in technical services isolates them from the locus of information transfer in the public service area. It is difficult to maintain a sensitivity to the curriculum and to evolving informational needs with such a locational constraint.

Because faculty-dominated selection is often sporadic and lacking in sustained quality, faculty input should be cultivated, particularly in esoteric sub-

ject areas. Academic librarians must reverse their frequent abdication of selection decisions to those who are neither trained nor inclined to recommend titles on a sound bibliographical basis. All too often, generalist acquisition personnel have reviewed faculty requests as sacred, without due weight given to present holdings, curriculum requirements, and circulation data. An intensive consideration of faculty recommendations and internal selections takes considerable time, both clerical and professional, and above all requires an intimate day-to-day knowledge of collection parameters and use. In addition, determination of whether a title is a valuable contextual addition to the collection requires qualitative judgments which depend on considerable knowledge of subject literatures. It is doubtful that most generalist acquisition librarians possess sufficient subject competencies for this highly discriminative task.

The road toward faculty acceptance of library control over collection development may be more rocky than some believe. In an incisive empirical analysis of university area specialist bibliographers, Dr. Robert Stueart found significant role strain between librarians and faculty over selection and weeding activities. Since 60 percent of his bibliographer sample possessed at least two master's degrees, thus comprising an elite librarian subgroup, it is discouraging to find such role dissonance and inadequate articulation by librarians of their professional identity and mission.⁵

Libraries have not come to grips with collection growth limits. With the rapid expansion of undergraduate collections, one can readily see that even a somewhat attenuated growth rate cannot go on forever. Librarians have failed to communicate to college administrators, trustees, and legislators the importance of continuous acquisitions without infinite collection expansion. Rapid growth periods are not usually accompa-

nied by equally active weeding programs: the knowledge explosion is paralleled by knowledge obsolescence, and attention to the latter is crucial to ensuring that college collections do not become bibliothecal mausoleums. Only subject-competent librarians can intelligently discard and only those with a sensitivity to user needs and curriculum objectives can determine multiple copy requirements. Many librarians tend to avoid multiple copies as they cannot judge between the significant and the mediocre. With more liberal circulation periods, more users, and numerous studies which indicate that most libraries circulate only a fraction of their holdings, more multiple copy decisions should be made by libraries which serve undergraduates.

Reference-bibliographers purchase materials in all media formats. Disciplinary interrelationships are emphasized over format distinctions. Although media experts are consulted for specialized media materials and equipment requirements, selection responsibility in each subject area for recordings, books, and journals, etc., is placed under the unified control of a reference-bibliographer. Uncoordinated selection criteria by format are therefore resisted. One outgrowth of this integrated approach to collection development has been our decision to apportion block amounts derived from quantitative criteria to each subject area, but without stringent internal guidelines as to monies for books, journals, or nonprint resources. This approach recognizes that each discipline has differing bibliographic requirements which only the reference-bibliographer can interpolate.

Reference service, along with selection, is a key component of the reference-bibliographer program. Although empirical data is lacking, it is probably fair to assume that most academic libraries provide satisfactory ready-refer-

ence service. However, when a user inquiry elevates to a level requiring discriminative knowledge of bibliographic instruments and the literature itself, the quality of performance may be inadequate. Patrick Wilson contrasts the bibliographical consultant with the bibliographical aide in order to define the goals of the bibliographer. The bibliographical consultant is a creative hunter fully conversant with bibliographic tools, and at the same time, knowledgeable about the major writings in one or more fields. Capable of mediating between user, bibliographic apparatus, and text, he can therefore make interpretive judgments and provide substantive advice. In contrast, the bibliographic aide, however familiar with bibliographic sources, is a drone incapable of discerning beyond the imperfect representation of recorded knowledge. It is that one step beyond that yields the qualitative difference.⁶

Organizational Configuration

Placement of the reference-bibliographers in the reader services department to ensure maximum visibility and user interaction is an essential consideration. Extrication of the selection function from technical processes is a *sine qua non* of the reference-bibliographer concept. The traditional assignment of selection staff in a nonpublic service department severely reduces the chances for user feedback; often places the selector in the supervision and performance of nonprofessional routines; and makes it difficult for the selector to reach out beyond his acquisitive function into instructional or counselor activities. As a reference-bibliographer unit requires supervision, a new position of collection development librarian was instituted. This individual was responsible for generating and implementing collection development policies, budget allocations, and functionally supervising

ing the reference-bibliographers' selection activities. The collection development librarian also supervised the bibliographic searching and verification of all orders prior to final typing in the order department. The transferral of selection and searching functions to the collection development staff transformed the acquisition department in technical services to an order section. Although a minimal hierarchical relationship was provided, the reference-bibliographers and collection development librarian related to each other in a collegial context, stressing the consensus approach to decision making. Both the collection development librarian and the reference-bibliographers (in their reference capacity only) reported directly to the reader services director. Dual reporting based on function proved a workable administrative arrangement because the policy-making process was dedicated to participative management.

Implementation of a smoothly running collection development unit requires a pragmatic, evolutionary approach and a maximum of patience and teamwork. Realigning functions to a new location, redesigning work flow, and modifying traditional staff relationships takes time and a library-wide commitment to innovation. Several problems required continual surveillance. As the library tightened control over selection responsibility, some faculty complained that not every request was sailing through as before. A major liaison effort was undertaken to explain the new collection development program through visits by each bibliographer to the departments under his purview. As not every reference-bibliographer was fully committed to the instructional dimension, a little prodding was required. Appreciative faculty and student reactions to their initial presentations dispelled any lingering hesitancy. The tend-

ency of bibliographers to sometimes overbuy in their specialties was monitored by the collection development librarian.

It soon became apparent that the reference-bibliographers could not be assigned to reference work beyond a reasonable time limit if they were to cope with their formidable multitask responsibilities. To ensure that each bibliographer would not have mandatory desk coverage in excess of fifteen hours per week, an experiment in the use of student reference assistants was launched. The use of student assistants was deemed valid in light of numerous studies which indicate the high proportion of locational and ready-reference types of questions. Several upper-level undergraduate students were given intensive tutorials in reference practice and sources, and together with bibliographer back-up, provided valuable release time for the librarians to pursue their professional activities.⁷

Impact on Services and Collection

With the installation of four subject specialists, several improvements emerged. The referral of tough questions between bibliographers was encouraged and occurred frequently. Contacts among the reference-bibliographers, and between them and the library user, were facilitated by the close proximity of the collection development office to the reference desk. Participation in selection, over time, produced an intimate knowledge of a major segment of the collection and resulted in a greater number of specific title recommendations to users. After the instructional program gained momentum, more students, particularly in advanced courses, returned to ask for assistance from a bibliographer by name. By the end of the second year, each reference-bibliographer was teaching ten or more advanced bibliographic sessions annually.

The quantity of introductory orientations also climbed. Faculty, too, started to recommend to students a certain bibliographer for specialized problems.

The reference-bibliographers have brought a new personalized dimension to the often impersonal, sanitized reference function. Increased use of book reviews in scholarly journals and frequent bibliographer interaction with library users have upgraded collection quality and pertinence. Selections generated by the bibliographers have reflected a more rigorous assessment of curricular trends, collection holdings, multiple copy needs, and literature obsolescence.

CONCLUSION

If libraries are committed to exercising creative control over their collections and to moving beyond superficial

information transfer, present service objectives and staffing patterns must be re-examined. Reference-bibliographers are one approach to providing greater educational depth and diversity of background to a college reference staff. The amalgamation of reference and selection into one position should upgrade the qualitative performance of each activity. A corps of subject specialists permits interpretive access to a physically unified collection with an expertise usually found only in large divisional libraries. There must be a substantive commitment to provide subject specialists with salaries and job mobility equivalent to most library administrators. Finally, it will be incumbent upon library educators to evaluate various library position requirements, present and future, in order to design appropriate educational programs.

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2. Robert Haro, "The Bibliographer in the Academic Library," *Library Resources and Technical Services* 13:163-69 (Spring 1969).
3. Richard H. Dillon, "The Phantom of the Library: The Creative Subject Specialist," in Caroline Wire, ed., *Library Lectures* (Baton Rouge: Louisiana State University Library, 1971), p. 103.
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5. Robert Stueart, *The Area Specialist Bibliographer; An Inquiry Into His Role* (Ph.D. dissertation, Univ. of Pittsburgh, 1971), p. 101, 156.
6. Patrick Wilson, *Two Kinds of Power; An Essay on Bibliographical Control* (Berkeley: University of California Press, 1968), p. 114-24.
7. Arthur P. Young, "Student Assistants: A Report and a Challenge," *RQ* 9:295-97 (Summer 1970).

Selected Reference Books of 1972-73

INTRODUCTION

THIS ARTICLE CONTINUES the semiannual series originally edited by Constance M. Winchell. Although it appears under a byline, the list is actually a project of the Reference Department of the Columbia University Libraries, and notes are signed with the initials of the individual staff members.¹

Since the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well balanced or comprehensive. A brief roundup of new editions of standard works, continuations, and supplements is presented at the end of the column. Code numbers (such as AA71, 2BD89) have been used to refer to titles in the *Guide to Reference Books* and its supplements.²

NATIONAL BIBLIOGRAPHY

Pakistan Bibliographical Working Group. *The Pakistan National Bibliography, 1947-1961*. [Karachi]: National Book Centre of Pakistan, [1973-]. Fasc. 1- . (In progress) 73-166386.

Contents: fasc.1, General works to Islam, 001 to 297.

In 1967 the Pakistan Directorate of Archives and Libraries issued the first

volume, covering 1962, of a *Pakistan National Bibliography* (Suppl. 3AA84) as provided for in that country's copyright act of 1962. Responding to the need for a more current record, the Directorate next issued a volume covering 1968, the first of a proposed annual series; it also announced plans for filling the 1963-67 gap with two volumes covering 1963-64 and 1965-67.

The work under consideration here is a retrospective bibliography covering publications from the time Pakistan became an independent nation to 1962 when the official national bibliography began publication. Arrangement is by Dewey Decimal Classification and works in all languages are covered. It is expected that the bibliography will be complete in seven fascicles, the last two to be devoted to periodicals and to indexes by author, title, and subject.—E.S.

DICTIONARIES

Barnhart, Clarence L.; Steinmetz, Sol; and Barnhart, Robert K. *The Barnhart Dictionary of New English Since 1963*. Bronxville, N.Y.: Harper & Row, 1973. 512p. \$12.95. 73-712.

This is a dictionary of some 5,000 words which entered the English language between 1963 and 1972. As part of the selection process, suggested words were checked against the standard English dictionaries and only those which had not appeared were approved for inclusion here. Thus, 1963 is a flexible beginning date, and words (such as "Wasp") which were fairly common in the language before that date are included. Words not included are "highly technical or scientific terms used largely

1. Diane Goon, Rita Keckeissen, Anita Lowry, Eileen McIlvaine, Nancy Schroeder, Doris Ann Sweet, Barbara Wendell; School of Library Service, Evelyn L. Kraus; International Affairs, Mary Ann Miller.
2. Constance M. Winchell. *Guide to Reference Books* (8th ed.: Chicago: ALA, 1967); *Supplement I* (Chicago: ALA, 1968); *Supplement II* (Chicago: ALA, 1970); *Supplement III* (Chicago: ALA, 1972).

in professional work, dialect and slang expressions of limited currency, nonce or figurative terms created for ephemeral use, . . . and proper names or acronyms unless of extraordinary importance or currency."—*Explanatory notes.*

"Each entry has one or more quotations of a length sufficient to help convey the meaning and flavor of the term," and these are drawn from newspapers, magazines, and books published in England, Canada, or the United States. Emphasis is on "the utility of the quotation," and no attempt was made to give the earliest quotation available. Therefore the work's usefulness for strictly historical purposes is limited, and the reader is not given a clear indication as to when the word became common in the language. This qualification aside, the dictionary is entertaining to read and appears to be accurate and useful.—*E.M.*

GOVERNMENT PUBLICATIONS

Bond, Maurice Francis. *Guide to the Records of Parliament*. London: HMSO, 1971. 352p. £3.25. 72-176284.

The Clerk of Records of the House of Lords Record Office has compiled this guide to the published and unpublished "records preserved within the Palace of Westminster: the records of both Houses of Parliament; all documents which have been presented to the two Houses or purchased by them; and the papers which have accumulated in the various Parliamentary and non-Parliamentary offices of the Palace. The earliest in date are those of the fifteenth century, the latest those of the 1969-70 session of Parliament."—*Pref.*

Within the description of each class of documents the author has included historical notes and information on reader access as well as lists of published indexes and relevant books. There is a very good index. Scholars contemplating projects involving use of

parliamentary documents should be grateful to Mr. Bond for easing preliminary research.—*E.M.*

BIOGRAPHY

Academic Who's Who, 1973-1974; University Teachers in the British Isles in Arts, Education and Social Sciences. London: Black, [1973]. 521p. \$21.95.

A new and long-needed reference source, this biographical dictionary aims to include university teachers in the British Isles "in all disciplines except the sciences, whose first appointment was more than five years ago."—*Pref.* Information was collected by questionnaire to the individual and corrected to August 1972. Compact entries, with liberal use of abbreviations, are arranged alphabetically and include name, honors, degrees, present position, birth and marriage dates, number of children, education, past career, publications, and current address. A long list of the abbreviations used is given. Biennial revision and publication are planned, and a volume covering science and engineering teachers is under consideration.—*R.K.*

Sen, Siba Pada, ed. *Dictionary of National Biography*. Calcutta: Inst. of Historical Studies, 1972-. v.1- . (In progress; to be in 4v.) Rs. 400 the set. 72-906859.

Contents: v.1, A-D.

Limited to the period 1800 to 1947, but including personalities from the whole of pre-1947 India, this promises to be an important biographical source for the area. It aims to deal with "people from all walks of life—politics, religious and social reforms, education, journalism, literature, science, law, business and industry, etc.—who made some tangible contribution to national life from the beginning of the 19th century to the achievement of independence."—*Pref.* Some living persons are includ-

ed. Figures at the local as well as the national level are considered, but the individual must not only have "achieved some reputation in his own sphere of work or profession but must also have made some contribution, either directly or indirectly, to the growth of national consciousness or development of society." In general, figures in the performing arts and athletics are omitted, but are to be included in supplementary volumes. Articles are signed; bibliographies are appended.

The four volumes for the 1800-1947 period are expected to encompass about 1,400 biographical sketches. Supplementary volumes are planned for the 1947-1972 period, and these will exclude living persons.—E.S.

PHILOSOPHY

Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas. Philip P. Wiener, editor in chief. New York: Scribner's, [1973]. 4v. \$35 per v. 72-7943.

"The historian of ideas makes his particular contribution to knowledge by tracing the cultural roots and historical ramifications of the major and minor specialized concerns of the mind."—*Pref.* It is in the light of this notion that the *Dictionary* has been compiled. Its "pivotal ideas" are those of historical importance in many disciplines, cultures and eras, chosen systematically from seven categories: nature and science; human nature; literature and art; history and historiography; economic, legal and political ideas and institutions; religion and philosophy; mathematics and logic. Treatment in long, signed, scholarly articles is cross-cultural, chronological, or analytical—often all three. There is an impressive list of contributors with indication of their articles; bibliographies and cross-references are useful features. Until the projected index is published, readers must depend

on the "analytical table of contents" and "list of articles" to locate information under such unfamiliar formulations (which appear in their alphabetical place) as "legal concept of freedom" or "unity of science."—R.K.

RELIGION

Langevin, Paul-Émile. *Bibliographie biblique . . . 1930-1970.* Québec: Presses de l'Université Laval, 1972. 935p. 72-225363.

Title also in English, German, Italian, and Spanish.

Gleaned from 356 Catholic books and periodicals, this bibliography is intended for the Bible scholar interested in the Catholic point of view. The 21,294 citations (some of which are repetitions under a number of subject headings) in five Western languages have been organized into a classed arrangement with five principal divisions: Introduction to the Bible; Old Testament; New Testament; Jesus Christ; and Biblical themes. In accordance with the multilingual character of the work, the several hundred subject headings used as subdivisions are given in separate indexes for French, English, German, Italian, and Spanish. There is also an author index.

In a tipped-in note the author promises to make up for the narrowness of the work's theological scope by publishing a second volume in about four years' time, which will cover the same period and will be ecumenically inclusive. Until then, the present volume will surely be of great use to those who need its viewpoint, and it can serve as a model to all for its bibliographic clarity and careful organization.—E.L.K.

Lehmann, Ruth Pauline. *Anglo-Jewish Bibliography, 1937-1970.* London: Jewish Historical Society of England, 1973. 364p. £5. 73-159467.

Modeled on the *Magna Bibliotheca Anglo-Judaica* (Guide BB292) and the

Nova Bibliotheca Anglo-Judaica (Guide BB286), the main focus of this classified bibliography is the history of the Jew in Great Britain, and it serves to update and supplement the material found in the earlier volumes. However, Lehmann (who also compiled the *Nova Bibliotheca*) has not attempted to update the historical source material listed in Cecil Roth's *Magna Bibliotheca*.

Periodical articles make up a large portion of the material included, but other published and unpublished items—books, pamphlets, conference proceedings, and programs of synagogue services—are listed. In addition to the author/subject index, there is a detailed table of contents which affords subject access. The author has supplied brief descriptive notes for titles which are not indicative of content, and analytics are provided where necessary. Inasmuch as this is not intended as an exhaustive bibliography, the user is cautioned to consult basic British sources for supplementary information. On the whole, this scholarly and thorough bibliography follows in the tradition of its predecessors mentioned above, which are standard in the field of Jewish bibliography.—B.W.

LITERATURE

Contemporary Literary Criticism. Detroit: Gale Research 1973-. v.1- . \$25 per v. 76-38938.

This is the first in a projected series of volumes which will quote excerpts from previously printed criticism on important contemporary literary figures. In this first volume about 1,100 excerpts are included regarding 200 authors from various countries, who are living or have died since 1960; all excerpts are in English, and have been chosen from books and periodical articles published within the past twenty-five years. The authors included may have written science fiction, detective novels, or fantasy,

as well as the more conventional types of fiction, drama, or poetry; some evaluations of nonfiction are also included if this genre is significant for a particular author, e.g., James Baldwin or Paul Goodman. A brief note on each author's significance usually includes a reference to his appearance in the Gale series *Contemporary Authors*. A second volume is promised for late 1973; it will include new authors, new material on authors previously considered, and cumulative indexes of authors and critics.

The new series will probably remind users of the *Ungar Library of Literary Criticism* for modern British, American, German, Romance, and Slavic literatures (Suppl. IBD42, 2BD85, 3BD37). While the Ungar arrangement (excerpts grouped under an author's individual titles) is more convenient for ready reference, *CLC* seems to take a greater number of quotations from books and essays than from contemporary book reviews. Physical format of the new series is attractive and sturdy, and the bibliographical references are adequate.—D.G.

Jahn, Jahnheinz; Schild, Ulla; and Nordmann, Almut. *Who's Who in African Literature; Biographies, Works, Commentaries*. Tübingen: Erdmann for the German Africa Society, 1972. 406p. il. \$15.

In this companion volume to Jahn's *Bibliography of Creative African Writing* (1971), more than 400 modern sub-Saharan authors who have written in African and European languages are represented. Novelists, poets, essayists, critics—even politicians, if they are authors of creative works—are included. The literatures of North Africa and Ethiopia are excluded. Biographical sketches appear in alphabetic order. Intentionally short, and admittedly uneven, they cover name, dates, country, education, career, and book titles. Where possible, critical comments are

quoted with authors of the critiques mentioned but sources omitted; bibliographical details for such criticism and for titles mentioned in the articles appear in Jahn's *Bibliography* . . . , to which the reader is referred. Two lists are appended: "Authors grouped by languages" and "Authors grouped by countries." Photographic portraits of many of the subjects illustrate the work.—R.K.

Nicoll, Allardyce. *English Drama, 1900-1930; the Beginnings of the Modern Period*. Cambridge: University Pr., 1973. 1083p. \$55. 70-171679.

Inasmuch as the final volume of Allardyce Nicoll's six-volume *History of English Drama, 1660-1900* (Guide BD 373) appeared in 1959, this volume comes as a kind of bonus. "The present book," the author explains, ". . . both is and is not a continuation of the more extended 'history' concerned with the years 1660-1900. It is a separate volume: yet it could not have come into being if the theatrical activities of the preceding ages had not already been examined." In addition to the historical survey of the course of drama in the British Isles during the period, there is an impressive "Handlist of plays" (p.452-1053) similar to those found at the end of each volume of the earlier work, and a good index.—E.S.

Place, Jean-Michel and Vasseur, André. *Bibliographie des revues et journaux littéraires des XIX^e et XX^e siècles*. Paris: Éditions de la Chronique des Lettres Françaises, 1973—. v.1—. (In progress) v.1, 250F. 73-162181.

This bibliography promises to be the most complete and detailed listing of French literary periodicals, both little magazines and established reviews, published during the nineteenth and twentieth centuries. The descriptions, varying in length from a few pages to more than a hundred, include for each periodical a reproduction of the cover,

changes in title (if any), frequency (both announced and actual), place of publication, format, advertising matter, volume numbering, price, the names of the editors, and full listing of the contents of each number, with pagination. Students of literature will be pleased to find, in addition, a history of each journal, a list of collaborators, excerpts from important or representative articles, and contemporary views of the magazines. Titles will be listed as the information becomes available, and indexes will appear when the set is complete.

One only wishes that locations had been provided: a check of the Bibliothèque Nationale's *Catalogue collectif des périodiques* reveals that reporting libraries hold a complete set of only four out of the seven titles in the first volume. It is unfortunate that such rare material, which the editors admit to be "pratiquement introuvables sur le marché et qui ne figurent que rarement au catalogues des principales bibliothèques françaises et étrangères" cannot be microfilmed and made widely available.—N.S.

THEATER ARTS

Schoolcraft, Ralph Newman. *Performing Arts Books in Print; an Annotated Bibliography*. New York: Drama Book Specialists, [1973]. 761p. \$32.50. 72-78909.

Among the features which distinguish this work, a "thoroughly revised, rewritten, and updated edition of *Theatre Books in Print*" [Suppl. 1BG2] from its predecessor are the greatly expanded sections on dance and motion pictures and an entirely new section on "Mass Media and the Popular Arts." However, the basic concept of the work as an annotated guide to the books currently in print remains the same. While seeking to cover all books on the performing arts now available in English in the

United States, it includes books in other languages "only when they treat an aspect of theatre not fully covered by works in English."—*Introd.* Furthermore, "no plays or collections of plays are included except those of Shakespeare, or those scholarly editions which provide, in addition to a text, an extensive study of the background, the style, the playwright's intentions, etc."

Subject access to the approximately 12,000 entries is provided for only by the classification system under which they are arranged. This consists of four major divisions: Books on Theatre and Drama; Books on the Technical Arts of the Theatre; Books on Motion Pictures, Television, and Radio; Books on the Mass Media and the Popular Arts. These are further broken down under appropriate geographical, historical, biographical, technical, and/or generic headings, but for the most part the subdivisions do not delineate specific subjects. Descriptive annotations indicate the content and general thesis of a work, and call attention to bibliographies, indexes, illustrations, or other special features. A certain amount of inconvenience results from the division of the work into two sections, the first containing works published before December 31, 1970, and the second those published during 1971. Fortunately there is a single author/editor index and a single title index for the two sections.

With its broad interpretation and coverage of the performing arts and its annotations, this serves as a valuable list of currently available material. A supplement, *Annotated Bibliography of New Publications in the Performing Arts*, now appears quarterly to cover books published since 1971.—A.L.

Young, William C. *Documents of American Theater History*. Chicago: American Library Assoc., 1973—. v.1—il. (In progress) \$25 per v.

Contents: v.1, Famous American playhouses, 1716–1899; v.2, Famous American playhouses, 1900–1971.

When completed, this series will constitute "a multivolume anthology of primary and secondary source reading . . . intended as a basic reference tool for librarians, scholars, students, and others interested in the American theater."—*Pref.* Types of documents include diaries, letters, journals, autobiographies, newspaper articles and reviews, magazine articles, playbills, publicity materials, and architectural descriptions. Most sources are contemporary with the event or matter under consideration, but more modern sources are sometimes quoted. Verbatim transcripts of the documents are given.

The first two volumes are concerned with the physical structure of 199 American playhouses, criteria for selection having been historical, architectural, social, and cultural importance. Within the overall chronological arrangement there are sections for New York theaters, regional theaters, etc., with chronological arrangement therein. Each volume has three indexes: alphabetical by name; geographical by location; and personal name and theatrical specialties. Further volumes are to deal with actors and actresses, designers, directors and producers, playwrights, and major events of American theater history. A fascinating find for the browser, the set will provide a wealth of information for the research worker.—E.S.

EDUCATION

Willingham, Warren W. *The Source Book for Higher Education: A Guide to Literature and Information on Access to Higher Education*. New York: College Entrance Examination Board, 1973. 481 p. \$15. 72-97458.

Access to higher education as understood by the author of this work includes "all the factors that influence

young people's aspirations for higher education; the social and financial barriers to education; and those aspects of the whole process that determine whether educational opportunity is real and worthwhile."—*Pref.* As a consequence of this broad definition of its subject area, the bibliography touches on a great many general social issues of the day, most notably the status of women and racial minorities in society. An attempt has been made to select for inclusion the most important contributions to the literature over the last ten years or so.

Arrangement is based on a conceptual framework constructed by the author and displayed graphically in chart form; the reader beginning a subject search will need to use the chart as a guide. Author and title indexes increase the usefulness of the work. Each topical section is preceded by introductory paragraphs which provide an evaluation of the literature on that topic. The entries themselves contain good descriptive annotations. One important additional feature is a section on "Access Agents" and "Sources of Information" which describes organizations (e.g., research centers), special programs, periodicals, and other special resources. All in all this should prove a very useful bibliography for both education specialists and researchers in related fields.—D.A.S.

ANTHROPOLOGY

Saito, Shiro. *Philippine Ethnography; a Critically Annotated and Selected Bibliography*. Honolulu: Univ. Pr. of Hawaii, [1972]. 512p. \$12. (East-West bibliographic series, 2) 72-92068.

This bibliography will provide direction for the researcher, graduate student, or librarian seeking a good foundation in the literature of Philippine ethnography. Its materials include books, journal articles, mimeographed papers, and official publications in West-

ern languages from the early Spanish period through 1968 in the field of cultural anthropology. Most of the entries have signed annotations and are rated on a scale of one to five—"poor" to "excellent primary data." Physical anthropology is excluded unless an item deals with a specific cultural-language group; folklore and linguistics have been deemphasized because they are covered by other bibliographies.

Four main sections (General; Luzon; The Bisayan and Palawan Islands; Mindanao and Sulu) are each subdivided by subject, with an additional cultural-linguistic breakdown for the geographical areas. The compiler has adapted the subject headings of G. P. Murdock's *Outline of Cultural Materials* (4th rev. ed. New Haven, HRAF, 1967) for use here, and explains how those headings may be used to pursue an elusive topic which may not appear in the table of contents or guide to subject headings of the present work. This suggests another aspect of the volume's usefulness as a basic tool: its introductory discussion of other major sources covering the field.—M.M.

STATISTICS

American Statistics Index . . . A Comprehensive Guide and Index to the Statistical Publications of the U.S. Government, 1973- . Washington: Congressional Information Service, 1973- . Annual, with monthly supplements. \$790 per yr. 73-82599.

Contents: pt.1, Index; pt.2, Abstracts.

The stated aim of this service is to be a master guide to the statistical publications of the United States government. At present that goal has not been fully realized: currently, the work lists only those statistical compilations issued by "people-related" agencies; coverage of agencies dealing primarily with "economic-activity" statistics will begin in 1974. Publications issued periodically, either regularly or irregularly, as well

as monographic titles are listed so long as they are items available to the public. Materials which give statistical information in nontabular as well as tabular form and "statistics related" publications (such as bibliographies and Congressional committee hearings) are included if they conform to all other criteria for inclusion.

Abstracts are arranged by accession numbers which indicate the issuing agency and the type of publication; thus, all periodical publications of the Bureau of the Census are listed together. There is a subject/name index, an index by categories (i.e., with geographic, demographic, and economic breakdowns), and a title index. A detailed explanation of the sample abstracts appears in both the index volume and the abstracts volume, and apparently every effort has been made to make ASI as useful and understandable as possible.

Monthly supplements (only eight of which are to appear in 1973) are also issued in two parts; they report changes on publications included in the annual volume and provide information on new publications.—B.W.

POLITICAL SCIENCE

Geschichtliche Grundbegriffe; historisches Lexikon zur politischsozialen Sprache in Deutschland. Hrsg. von Otto Brunner, Werner Conze, Reinhart Koselleck. Stuttgart, Ernst Klett Verlag, [1972-]. v.1- . (In progress)

Contents: v.1, Adel-Diktatur.

When complete in four volumes, this new work will offer long, monographic articles on about 130 socio-political terms and concepts. The first volume includes twenty-two articles by as many scholars working singly or in collaboration. Articles are signed, range in length from about twenty to eighty pages, and include many bibliographic references;

they are presented in alphabetical sequence, with occasional grouping of closely related terms (e.g., "Bund, Bündnis, Föderalismus, Bundesstaat," p.582-671; "Cäsarismus, Napoleonismus, Bonapartismus, Führer, Chef, Imperialismus," p.726-71). Each entry is systematically treated: an introductory section giving the derivation and meanings of the term is followed by sections tracing its history and development in social, political, and philosophical contexts from earliest times to the present. A headnote for each entry outlines the subsections under which the term is discussed. A general "Bibliographie der Lexika, Wörterbücher und Nachschlagewerke" appears at the end of the first volume, p.930-48.—E.S.

INTERNATIONAL ORGANIZATIONS

Reno, Edward A. *League of Nations Documents, 1919-1946; a Descriptive Guide and Key to the Microfilm Collection*. New Haven, Conn.: Research Publications, Inc., 1973- . v.1- . (To be in 3v.; \$500 the set) 73-3061.

Contents: v.1, Subject categories IA through IV. 282p.

Working from several more or less complete sets of League of Nations documents found in the libraries of the United Nations in New York and Geneva, Research Publications, Inc. has prepared a microfilm edition of League documents which is as complete as any that is likely to be assembled. Inasmuch as the microfilm set includes large numbers of working papers and documents never revised for formal publication, it covers a great many items not found in Marie Carroll's *Key to League of Nations Documents* (Guide CJ143) and the League's own catalogs, since those volumes were concerned only with items placed on public sale. The work under consideration, then, is a guide prepared expressly for use with the microfilm edi-

tion, but one which should also prove independently useful.

In the microfilm edition documents have been grouped according to eighteen subject categories, then by type of document (e.g., Council documents, Circular letters), then chronologically. This first volume of the guide deals with categories IA, Administrative Commissions; IB, Minorities; IIA, Financial questions; IIB, Economic questions; III, Health; and IV, Social questions. For each item is given: the document number, place of issue if other than Geneva, subject title of the document, and a descriptive abstract. Listings in the guide follow the filming sequence, and reel indicators are provided at appropriate intervals. Two further volumes will provide similar treatment for the remaining subject categories.

Although one might wish for more specific subject indexing beyond the broad categories, the descriptive notes will be a valuable aid to the research worker and are clearly the result of much painstaking work. On the whole, the guide shows a concern for effective use not often found in connection with large-scale microform publications.—E.S.

HISTORY & AREA STUDIES

Birkos, Alexander S. and Tambs, Lewis A. *Latin American Studies*. [Kent, Ohio] Kent State Univ. Pr., [c1971]. 359p. (Academic writer's guide to periodicals, 1) 70-160685.

——— *East European and Slavic Studies*. [Kent, Ohio] Kent State Univ. Pr., [c1973]. 572p. (Academic writer's guide to periodicals, 2) \$7.50. 70-160685.

These are the first titles in a projected seven-volume area studies series; subsequent volumes will deal with Africa, the Middle East, Asia and the Pacific area, Western Europe and Scandinavia,

and the United States and Canada. Each volume lists current serials and monographic series which accept English-language articles for publication.

Information given for each serial includes: editor, address, sponsor, frequency, editorial interest (in terms of chronological period, geography, and topical subject), editorial policy, and notes on abstracting, indexing, and special features. There are four indexes—general, chronological, geographical, and broad topical—which list journals that are either unrestricted in scope, or restricted in terms of chronology, geography, and/or topic. These indexes should help the user determine which serials he wishes to consult or submit manuscripts to. The detailed notes on editorial policy with regard to length of manuscript, payment, style manual, or bibliographic apparatus preferred, etc., are informative and useful to the would-be contributor.—D.G.

Simmons, John Simon Gabriel. *Russian Bibliography, Libraries, and Archives*. [Twickenham, Eng.: Anthony C. Hall] 1973. 76p. £1.

Although the specific purpose of this bibliography of bibliographies is to aid the student in Russian studies at Oxford, it will serve equally well elsewhere. The author, Slavonic librarian at Oxford, here makes available the latest edition of bibliographic aids prepared for students taking his course in Russian bibliography.

Assembled on the basis of personal inspection of the items, the lists include 714 selected citations for Russian and a few Western language bibliographies ranging in form from monographs and serials to encyclopedias and biographical dictionaries with substantial bibliographies, and guides to libraries and archives. Works are arranged in seven sections: general bibliographies; Russian history; literature; political and social

thought; philosophy; theology; and linguistics. In addition to an abbreviations list and author and title indexes, three appendixes have been added to make the compilation more generally useful. These are (1) a transliteration table, (2) notes on the "Granat" encyclopedia, and (3) a table of reprint information. A further aid is the inclusion of location symbols for eight British and American libraries. Although critical annotations would have been welcome in the absence of the lectures which would elaborate this work, the volume will still be very helpful as a guide to the location of highly useful materials, many of them tucked away in out-of-the-way sources.—E.L.K.

Thibault, Claude. *Bibliographia Canadiana*. [Don Mills, Ont.]: Longman [1973]. 795p. \$25.

In offering his "one 'easy' volume [of] the major printed sources and writings in the field," the author lists more than 25,000 items (books to 1970; articles to 1969) in a comprehensive bilingual bibliography which should prove indispensable to students and researchers to Canadian history, and almost equally useful to students of the early period of American history. Materials were selected for national, rather than local or regional relevance, and for trends in historiography. Arrangement is topical and chronological. After sections on general materials and special subjects, a chronological order is followed. Entries are serially numbered; periodical abbreviations are listed. Prefatory matter and terms used in the index and table of contents appear in both French and English. The table of contents carefully delineates subdivisions of the work, and thus supplements the index which is less specific than it might be.—R.K.

Walne, Peter, ed. *A Guide to Manuscript Sources for the History of Lat-*

in America and the Caribbean in the British Isles. [London]: Oxford Univ. Pr. in collaboration with Inst. of Latin American Studies, Univ. of London, 1973. 580p. £12.50. 73-165634.

Part of a series sponsored by the International Council on Archives, this extensive guide surveys the archival and manuscript sources for the history of Latin America, the Caribbean, and the Philippine Islands preserved in public and private repositories in the British Isles. For England the listing is alphabetical by county, then city; Scottish, Welsh and Irish locations follow in the same scheme. Archives of business form a separate section, and here repositories are grouped under the appropriate term rather than by geography (i.e., banking and finance, mining, railways). The appendix, "The British in South America—an archive report," is a reprinting of a 1965 article which surveys archival collections located throughout South America. Descriptions of materials are usually short and include the series, class mark, or manuscript number. A very full index of names, places, and subjects impresses even the superficial reader with the wealth of materials listed for social, economic, and political historians.—R.K.

NEW EDITIONS AND CONTINUATIONS

The Bibliothèque Nationale has begun to issue a ten-year cumulation of its *Catalogue général des livres imprimés: auteurs, collectivités-auteurs, anonymes, 1960-69* (Paris: 1972-), which will extend and supersede the 1960-64 edition (*Suppl.* 1AA16, 2AA16). Works in Latin and non-Latin alphabets are segregated as in the earlier set, and a single volume has been received of each series: *Série 1*, Caractères latins, t.1, A-At; *Série 2*, Caractères non latins, t.1, Caractères hébraïques.

Recent additions to the Harvard Library's "Widener Shelflist" series (Suppl. 1AA13, 2AA14, 3AA11) include no. 42-43, *Philosophy and Psychology* (Cambridge: Harvard Univ. Lib., 1973. 2v. \$95); no.45-46, *Sociology* (Cambridge: 1973. 2v. \$85); and no.47-48, *French Literature* (Cambridge: 1973. 2v. \$75). Each title represents another substantial segment of the Harvard collections; all are computer-produced and follow the now familiar practice of presenting the classification schedule followed by classified, chronological, and author/title listings.

The Oral History Collection of Columbia University, edited by Elizabeth B. Mason and Louis M. Starr (New York: Oral Hist. Res. Off., 1973. 459p. \$12.50), represents a third edition of the catalog of this oldest and largest of such collections, and appears on the twenty-fifth anniversary of the project. There are entries under nearly 2,700 names in the alphabetical sequence, followed by an index of broad subjects and an index of names mentioned in the descriptive annotations.

Cosby Brinkley's *Directory of Institutional Photocopying Services* (Suppl. 3AB21) appeared under varying titles from 1959 to 1969. A fifth edition, edited by Joseph Z. Nitecki (Weston, Conn.: Microform Review, 1973. 105p. \$4), has the title *Directory of Library Reprographic Services* and provides information on types of photocopying services, charges, time required for filling orders, etc., at 242 libraries throughout the United States and Canada and a few libraries abroad.

Long one of the best and most used desk dictionaries, *Webster's New Collegiate Dictionary* (Springfield, Mass.: G. & C. Merriam, 1973. 1535p. \$7.95) has appeared in an eighth edition. The publisher claims more than 150,000 entries in this edition, with some 22,000 new words and meanings represented. The French-English part of *Harrap's*

New Standard French and English Dictionary (Guide AE230) is now available in a "completely revised and enlarged edition" under the editorship of R. P. L. Ledésert and Margaret Ledésert (London: Harrap; New York: Scribner's, 1972. 2v. \$49.50). Whereas this revision of "Mansion" boasts a new layout and the addition of numerous technical terms, scholars have noted a failure to sufficiently update many of the older entries.

Volume 10, 1871 to 1880, edited by Marc La Terreur (Toronto: Univ. of Toronto Pr., 1972. 823p.), is the third volume of the *Dictionary of Canadian Biography* (Suppl. 1AJ10, 3AJ19) to be published. It deals with persons who died between the years indicated and includes biographies of 574 persons by 256 scholar contributors. Like the previous volumes, it appears simultaneously in English and French editions. Continuing the 1901-35 necrology (Guide BD579), a new volume complementary to *Kürschners deutscher Literatur-Kalender* has appeared as its *Nekrolog 1936-1970* (Berlin, W. de Gruyter, 1973. 871p.) under the editorship of Werner Schuder. It includes biographical sketches of persons appearing in the *Literatur-Kalender* who died during the 1936-70 period, with indication of place and date of death.

Burke and Howe's *American Authors and Books* (Guide BD214) has been published in a "3d rev. ed." (New York: Crown, 1972. 719p. \$12.50) under the editorship of Irving and Anne Weiss. Material has been updated to 1970. Poetry anthologies published through December 31, 1970 are indexed in the 6th edition of *Granger's Index to Poetry* (New York: Columbia Univ. Pr., 1973. 2223p. \$80), edited by William J. Smith. A total of 514 anthologies are indexed, 114 of them being new volumes or new editions of older works which are indexed here for the first time.

Compiled by Donald J. Munro, *Writings on British History, 1946-48* (London: Univ. of London, Inst. of Hist. Res., 1973. 622p. £12), is the first volume to be published since the series (*Guide* DC 128, *Suppl.* 2DC16, 3DC20) was taken over from the Royal Historical Society by the Institute of Historical Research. It shows some modification in the classification (with a view to making long sections more manageable) and, in general, items are noted only in a single section rather than being given multiple listings as in earlier volumes. A second

volume of the "Office-Holders in Modern Britain" series is devoted to *Officials of the Secretaries of State, 1660-1782* (London: Athlone Pr., 1973. 119p. £4.50). Like its predecessor, the volume is compiled by J. C. Sainty; it is "designed to make available lists of the officials who served in the offices of the Secretaries of State between the Restoration in May 1660 and the reorganization of the secretariat which took place in March 1782." An introductory history of the offices is presented along with the lists.—E.S.

Letters

To the Editor:

The editorials in the May and July 1973 issues of *CRL* neatly complement each other, illustrating the dilemma of the ACRL. If we are unhappy about the subordinate role ACRL is playing within the ALA constellation, we must ask ourselves which role ACRL has played during recent years to warrant a more important role. If the drive for excellence exists, then which other division within ALA could inhibit ACRL from performing its self-determined goals?

Should we admire bigness as Richard Dougherty would make us believe by saying "time and events have shown clearly that the achievements of ARL have far exceeded the size of its membership" without comparing its achievements to the size of the institutions involved, the economic and political clout at their disposal, the number of librarians and staff members connected with them and the funds made available to them through grants and foundations for research? Then let us bow down to these large institutions, accept their findings and edicts and live happily ever after.

This certainly should not be the aim of a broadly-based membership organization in which members should have equal opportunities to participate in the formulation of its objectives, policies, and activities, regardless of the size of the institution with which they are associated. In fact ACRL boasts two different sections for colleges and universities based on name, yet the large conglomerate state college systems have much more in common with many of the large universities and in turn the small universities often have more in common with some of the smaller colleges. Let us then critically examine our internal organization before we blame our failures on the competition with other divisions within ALA. Indeed let us acknowledge the interdependence of all types of libraries by asserting that library research must cut across any one of the organizational patterns adopted by the library profession in order

to take care of activities and special interests grouped around particular kinds of library institutions and library activities.

When academic librarians report that their recently hard-won status has come under attack it may well be that they fail to emphasize the performance of a valuable academic service to their academic community. The demand for recognition of faculty status for librarians is then based on equal contribution with that of any other faculty member to the academic excellence of the institution whether they be actively engaged in classroom teaching or not. Indeed, when it was recently found in our college that the existing faculty status of librarians had never been properly documented, the faculty council unanimously endorsed full faculty status and professorial ranks for librarians on the basis of the contribution that the librarians had made to the mission of our college. It was simply a recognition that free exchange of ideas and cooperation between all those charged with the academic function of our college, the only reason for which a college exists, could take place only if we all could be working on the same footing.

Michael Harris quotes Jesse Shera in saying: "Research is an activity largely foreign to a profession oriented toward service rather than analysis of bibliothecal phenomena or introspection of its own activities," but he fails to mention how much of our rapid progress has come about as the result of library research. He also fails to mention how much effort and money went into misdirected research and, indeed, into duplication of research activities which took place while librarianship prided itself on being an information science. There is nothing wrong with using some intuition and practical technical experience to give research activities direction and establish a list of priorities. Then let us initiate systematic, aggressive, and long-term research, which is needed, and let it be supported by the library profession as a whole; backed

by all and not only by the five hundred top universities and college libraries which are reeling under the impact of limited full-paying student enrollment and under inflationary pressures, such as the \$500.00 subscription increase of Chemical Abstracts just announced. This must be a research effort in which all librarians may participate, regardless of the size or type of institution with which they are connected. With the adoption of such programs ACRL may assume again its proper place within a composite, comprehensive, and professionally-oriented organization. We cannot afford to go our separate ways.

*Leo R. Rift
College Librarian
Ithaca College
Ithaca, New York*

To the Editor:

I have read Dr. Moffett's article, "The Academic Job Crisis: A Unique Opportunity, or Business as Usual?" with great interest because, although I do not have a Ph.D. in my subject area of geology, I do have considerable graduate work in it, a master's in teaching natural science, and eighteen years of experience in geology in industry, university teaching, and governmental work before studying library science. During the library science training, I heard clichés about higher salaries for subject specialists, and more job opportunities. To state that my experiences as an academic subject specialist have been disappointing would be an understatement. True, one's associates are in the "academic world," which is quite apart from the rest of the world.

As I read Dr. Moffett's article a number of questions came to mind. He states, "men and women who have already done advanced work in subject areas. . . ." Is he really considering both men and women?

Is Dr. Moffett's experience with academic librarianship only in library school, or has he actually worked in an academic subject departmental library? From the article I gather that the former is more likely to be the case. Has Dr. Moffett not heard that the academic job crisis also affects librarians?

Yes, many noises are made about the need for and use of subject specialists in academic libraries, but did Dr. Moffett make a survey to find how many are in

charge of subject departments in academic libraries and what they do? How many people who have gone to the effort of obtaining a Ph.D. are going to stay in a job where they have to train new undergraduate student assistants every three months, train new clerks every three, six, or eighteen months, be told that "a library clerk doesn't have to be able to type," decide whether a publisher has made a typographical error if the volume or issue number of a serial does not fall in order, answer questions about the date when one word in a serial title changed, make sure the right words are in the right order and place on requisitions, ascertain whether fold-outs in serials are whole or cut in parts by the binder when edges are trimmed, determine how to get along when budgets are cut, and on and on with all of the enormous amount of minutia that makes up academic librarianship? Apparently he does not realize that the subject specialist is so busy with the multitudinous petty details, just as any other librarian is, that there is no time to keep up with subject literature or library literature, let alone do anything about it.

In my opinion the talk of the use of the subject specialist in libraries is merely giving lip service to a thought. Perhaps males find it to be otherwise.

*(Mrs.) Harriet W. Smith
Geology Librarian
University of Illinois at
Urbana-Champaign*

To the Editor:

Mr. Robert Balay's rather thoughtful if not probing questions and commentary (*CRL*, July 1973) on my article "That Inordinate Passion for Status," (*CRL*, March 1973) seemed appropriate to make the picture more clear. My aim here will be to answer them as thoroughly as I can.

His first argument was a little misleading in that it sounded as if I had voiced an opinion that librarians at our college qualified in their preparation better than the teaching staff when he said: "It may be as Mr. DePriest states, that the amount of preparation required of librarians in the state colleges of Pennsylvania is greater than that of faculty." From there he went on to show why it would be unwise for librarians in the Big Ten or the Ivy League

institutions to try to base the extent of their training alone on their request for faculty status. It left the connotation that I was claiming a superior education for our library staff than for that of our teaching faculty. I think I was explicit both in the text and in footnote 16 that it was *entrance* requirements I was concerned about—nothing else. I must say here that I agree wholly with our entrance requirements for librarians but have questioned why entrance for teaching staff was not equally as rigorous. I would hardly be so obtuse as even to compare the preparation of our librarians favorably with our teaching staff. About 50 percent of our teaching staff have the doctorate and none of our librarians have the formal doctorate, though I believe ALA would agree one or two have the equivalent.

As for entrance requirements for teaching personnel, I am sure that the B.S. degree plus fifteen graduate hours minimum is merely reserved for outstanding young graduates well-known to the institution whom I would assume made the agreement with the institution that they would continue as soon as possible to finish their preparation through the doctorate. But at the same time the difference has been there, e.g., the B.S. plus fifteen graduate hours for teaching faculty and the B.S. or B.A. plus the M.A. in librarianship at an accredited library school.

In his second question Mr. Balay questioned why I was silent on the subject of catalogers of whom he said "no such cases can be made for librarians in cataloging or acquisition work, many of whom do not see a student or faculty member except at a distance, for days at a time." It is true that I touched but lightly on catalogers. I did mention that catalogers do research and many write and publish (things usually required of faculty). Then in my closing remarks I stated: "In the end the question of status eligibility is not really whether one teaches or how much he teaches in a classroom . . . but whether one renders a direct scholarly service to the institution," and this I believe is just what the catalogers and acquisition personnel do. May I say here that we reference personnel would do a very poor job indeed were it not for the catalogers, not only in their logical arrange-

ment of knowledge but in the valuable advice we get from them from time to time.

Mr. Balay's third objection was that "not all librarians are employed by academic institutions. For librarians in public or special libraries the issue of academic status simply does not exist and one imagines that they must take a very detached view of the entire controversy." Then he went on to say that academic librarians concerned about faculty status "must decide where their primary loyalty lies, with their own profession or with some other." He indicated then that he had more in common with librarians at other institutions than with faculty at his own.

His view that "not all librarians are employed by academic institutions" is perfectly obvious but it had no relation to what I was trying to say. Maybe I am too close to the woods to see the trees, but if an academic librarian, writing about an academic subject, addresses himself to academic librarians through an academic medium, then he must be speaking to academic librarians alone. Who else?

What I had tried to convey generally was the need for an integration of the library system with the teaching process. Believe me, this means a great effort on librarians and teachers alike. But I cannot believe that the two can go their separate ways in their own little separate vacuums, one herding students and the other dealing out his "magical" services to all. On p. 151 I say:

. . . Here we are not dealing with any old library, but a significant unit of an institution of higher learning whose sole purpose is the support of the program of that institution, whose every important move is to be made not simply for the sake of a general service, no matter how clever or magical but in terms of a *college* service—a special kind of college with a specific kind of patron, specific curricula, course offerings, aims, methods of teaching, ratio of graduates to undergraduates, and a specific overall philosophy of higher education.

This means that the academic librarian must know the purpose of that institution his library serves if he is to be effective in his library service. Again I tried to emphasize this when I said (p.151):

If we can agree that the library is, or ought to be, at the vortex of academic in-

quiry—a learning tool for the student who does his most serious work investigating a specialized field—then how are we to furnish this kind of service unless we are concerned with and cognizant of the subjects that are studied, the educational policies being observed, the methods underlying our teaching, the plans of courses being taught, the general academic planning being done, and the very aims of higher education itself?

This means of course first that, for effectiveness, our preparation must be far in excess of the fifth-year degree in library science and consist of academic subjects; that we must serve on important committees including that of the faculty council; that we must establish and maintain a rapport with our teachers; that our opportunities for leaves, study, and travel be as readily available to librarians as to teaching staff. My library exists solely for the academic goals of its institution. My loyalty is to the special clientele of that institution—the students and faculty.

Mr. Balay infers that there are many kinds of libraries. Of course, that is just the point. They range from those of engineering firms, newspaper plants, and marine biology to the special religious collections of our many church institutions. They all have their particular purposes which cannot be ignored. This is why I believe an academic librarian, especially, if he is to be effective, must in some way be something of an academician, himself.

Mr. Balay is correct in his suggestion that further study of the problem be done. Since the problem seems to be, at least in part, that of naming, permit me to make a modest suggestion. First of all, to the public, a librarian is anyone who works in a library, even if it is simply stamping books. The name of librarian should be given only to the chief, because he is directly concerned with not only the service but with buildings, furniture, equipment, personnel, and all else about the premises, including maintenance of such equipment. The other professional personnel are concerned with the classification, the preparation, the acquisition, the interpretation, and the finding of all kinds of knowledge. These personnel are not librarians at all. They are bibliographers.

So we would have only one librarian for an institution—or director of libraries—with, of course, the directors of branches having the same name. Clerical aides would be Library Assistant I, II, III, etc. A special study by each institution could analyze the work of the bibliographers and work out an equivalency of each position corresponding to his teaching peer, so that each could have his academic title, each title being an accurate description of what that person does, thus:

<i>Title of Employee</i>	<i>Academic Equivalent</i>
Bibliographer I	Instructor
Bibliographer II	Assistant Professor
Bibliographer III	Associate Professor
Bibliographer IV	Professor

Perhaps this should eliminate calling most library personnel by their wrong names and even eliminate the ostentatious attitude of which some bibliographers are accused.

But let it be clearly understood that the rights and privileges of the library faculty be identical with the teaching faculty, for they form a team with the same objectives. Who knows? The "profitless debate about faculty status" Mr. Balay speaks of may have brought us to where we now are—over 50 percent with faculty status, if I remember correctly. Meanwhile, at this stage we should welcome the discussion of the Columbia project Mr. Balay mentions, and at the same time the idea of faculty status will not just go away because it is unpleasant to some. Let us have dialectic, not regression.

Raleigh DePriest

Humanities Librarian

Mansfield State College, Pennsylvania

To the Editor:

It is too bad that the review of E. J. Josey's compilation of essays, *What Black Librarians Are Saying*, is concerned almost exclusively with form and not meaning. It is as though the racial dichotomy of our society, which is reflected in our profession, does not exist, or is merely an academic question which merits a few condescending remarks. Apparently, the impact of what the black librarians are saying is lost on Mr. Lederer.

The all too few black librarians, varied

in ideas, approach, and experience as they are, form a cadre through whom a larger black professional base can be built. No liberal rhetoric can play this role. It is incumbent on us white librarians to *listen*, and to help, where we can, to build this larger black professional base. If we white librarians do not understand this, the profession is doomed to be cut off from a significant part of the country's population, and our professed ideals of service to all are just that—professed.

Miriam Braverman
Senior Lecturer and
Coordinator of Federal Programs
Columbia University
School of Library Service
New York, New York

To the Editor:

Dr. Robert Stueart has made a worthy suggestion when he proposed the exchange of practicing librarians and library school faculty (*CRL*, Sept. 1973). He apparently hopes that such an exchange will help resolve the question of the orientation of library school courses: should the emphasis be more on the practical orientation, which Dr. Stueart associates with the practitioner of the "real world," or on the theoretical orientation, which he associates with the library school faculty in their "ivory tower"?

While such an exchange program is an exciting idea, and would surely breathe new life into tired programs in libraries and library schools, exchange, in itself, is not likely to be instrumental in resolving the question of the orientation of library school courses. The orientation question is only a manifestation of the real problem, which is the failure of the library profession to develop a sound general theory of librarianship, on which library schools could base their curricula. Dr. Stueart is indeed correct when he states that if a lack of education is occurring in library schools, it is "as much the fault of the practicing librarian as of the teacher." Both segments of the profession must share responsibility for failing to develop the theory which would give the curriculum a sound base, and which would enable librarianship to advance more logically and more rapidly.

A practicing librarian, who considers his purpose carefully, must conclude that a bet-

ter theoretical framework would enable him to understand his profession more clearly. So too, must a library school faculty member. These two segments of the profession are not really in opposition as to the relative merits of theory and practice. It is the library school student who aches for more practical material, and, in voicing his desire to the faculty, has perhaps instilled in the faculty concern that the curriculum emphasizes theory to the detriment of practicality.

It is likely that students' desire for more practical materials is caused by the difficulty they encounter when they attempt to absorb the mass of information they are exposed to in library school; to relate it in such a way that it forms a logically-structured whole. This inability to understand these various concepts as a whole is in turn caused by the lack of a substantial theoretical base of librarianship. If a general theory was well founded in a history of sound thought, and was based on principles accepted by the profession, students would be able to categorize specific concepts in terms of the *general theoretical principles*. While it is apparent that certain areas of librarianship, such as cataloging, have a well-developed body of theory, it is not apparent that this body of theory is usually understood as being based on a more general theory of librarianship.

While libraries and library schools (not to mention the individuals involved) would benefit greatly from the exchange Dr. Stueart proposes, the question of the orientation of library school courses will only be resolved when we can point with pride to a body of theory, and teach that body of theory to library students, confident that they can base their understanding of librarianship on what they are being taught.

James B. Taylor
Business Librarian
Wichita State University
Wichita, Kansas

To the Editor:

In response to Robert Stueart's editorial "Exchange, Anyone?" in the Sept. 1973 issue of *CRL*.

Why doesn't ACRL set up a clearing-house to match library schools that are interested in such an exchange with individuals who feel that it would be worthwhile?

Perhaps we could cut through the lack of communications between library schools and established members of the profession.

I also wonder why some library schools haven't tried to snare librarians on sabbatical leave as consultants for their faculty. Many colleges and universities would consider such a leave of value to their librarians.

Bruce E. Thomas
Head Reader Services Librarian
Lock Haven State College
Pennsylvania

To the Editor:

I read with interest Michael Harris' editorial "Intuition, Research and the Academic Library" in the July 1973 *CRL*. It seems to me that research/systems, or R & D, offices represent a critical need not only for research in librarianship in general, but, equally important, they represent a critical need in terms of ensuring that, as far as possible, the individual library is in a position to maximize its efforts and resources in meeting the needs of its own community.

As the study for new or revised standards for academic libraries is getting underway, it seems to me that the ACRL Standards Committee might well consider the possibility of a research/systems, or R & D, unit as one of the requirements in the standards for the libraries of senior research universities, and as a strong recommendation for those academic libraries on the tier immediately below the senior institutions, and so on down the line. Justifications for such a standard leap to the mind by the dozens.

Should such a standard ever come to pass, the ACRL might eventually provide a research clearinghouse which could interface with both the output and the inquiry from such R & D offices at academic libraries, not to mention individual researchers in the field, research institutes (e.g., Illinois and California), and the graduate library schools in America.

As a doctoral candidate in librarianship, I am only too well aware that many seemingly "original" ideas or new ideas are, in fact, very old hat and have been reviewed and buried long since. In any case, sometimes even old ideas are worth taking off

the shelf and re-reviewing in terms of the present times.

Richard Leitz, Librarian
St. Andrews Presbyterian College
Laurinburg, North Carolina

To the Editor:

W. A. Moffett's *CRL* article (May 1973) and the resulting letters (Sept. 1973) raise a number of important issues. Perhaps the most critical single issue is the statement in Donald Morton's letter that "I think Dr. Moffett's article is useful because it focuses attention upon forces which are raising the normal educational requirements for librarians."

Sooner or later in some realistic fashion librarians will have to come to grips with the question of what the appropriate educational requirements for academic librarians should be. While librarians have become more insistent upon gaining faculty status with all its benefits, they at the same time seem to be trying to evade faculty standards for appointment and promotion. The final version of Standards for Faculty Status (*CRL News*, Sept. 1972) no longer contains the requirements of two master's degrees which appeared in the earlier draft (*CRL News*, Feb. 1971). Then the statement on appointment, promotion, and tenure goes one step further to enshrine the master's degree as the "appropriate terminal professional degree" (*CRL News*, Sept. 1973).

Obviously the profession was not willing to accept the doctorate as the requirement for librarians although it is the usual expectation for faculty members. Obviously too, librarians were not willing to accept two master's degrees. While two master's degrees are not equivalent to the doctorate, this certainly was a step in the right direction.

The tragic irony of all this is the fact that on the one hand we claim, and rightly so, that "the work of the academic librarian has become highly specialized and demanding" ("Standards for Faculty Status . . .," *CRL News*, Sept. 1972). On the other hand we claim that a master's degree, which in number of credit hours is approximately the equivalent of an undergraduate major, is enough. Can we really have it

both ways? Are we saying that we are a little scholarly but not very? Are we then willing to say that we deserve a little status in the academic community but not much? A few years ago I wrote an article which said:

To gain the recognition they deserve, librarians must become more academic. They must stress personal, professional development through further education and scholarly activity. Increasing emphasis on such activities from librarians themselves is one of the most encouraging trends in the profession. At the same time, if the faculty is truly concerned about improving the quality of library service, its best approach is to make librarians full participants in the academy. It would seem safe to assume that had librarians been accepted as full members of the academic community for the past twenty years, they would have been forced to a greater degree to adopt faculty standards of education and scholarship, and the nature of the profession at the present time would be very different. ("The Professor and the Librarian," *MPLA Quarterly*, 16:23 (Summer 1971).)

Surely librarians must have realized that by being more insistent about gaining faculty status, academic institutions would become more insistent upon improved qualifications.

If we are truly interested both in faculty status in any meaningful sense and in the development of the profession, we must be willing to pay the price. The AAUP paid librarians a great compliment by endorsing the "Joint Statement on Faculty Status" (*CRL News*, Sept. 1973) and I believe that faculty members generally are on our side. However, we dare not protest too much that we want to be totally accepted by the faculty while also insisting that librarianship requires only the master's degree, which by academic standards automatically implies that librarianship is only "semi-scholarly." Are we saying that librarianship is not quite scholarly enough to be worthy of doctoral study? Does that enhance our prestige? Can we expect to retain faculty support indefinitely with that stance?

And please, in arguing our case let us not use examples of architecture and engineering, both of which can be measured in a

much more immediate fashion as far as quality of performance is concerned. And please, let us not use home economics and nursing either, both of which for a variety of reasons have their own special problems.

Obviously the question of the appropriate academic preparation for librarians is a complex matter which deserves much more discussion. As librarians we like to cite statements about the need for "life-long education," for education for "successive careers," and for opportunities for education to keep up with a "changing world." Are librarians to be excluded from this phenomenon? Is the master's degree the end for librarians? Is the master's degree earned in 1950, 1960, or 1974 enough to keep up forever with the complex, changing world of librarianship?

Yes, I had hoped that the trend toward gaining full faculty status would lead to an increasing emphasis on additional education for librarians. There is no question but that if librarians had more formal education both the profession itself and our ability to serve users would be enhanced. I also hope that as academic institutions and faculty members become more concerned about the librarians' academic qualifications, librarians will not reverse their positions to say that perhaps we don't want faculty status after all if we have to pay the price of meeting faculty qualifications.

Virgil F. Massman
Executive Director
James Jerome Hill
Reference Library
St. Paul, Minnesota

To the Editor:

A newly published book should, to a large extent, be evaluated in terms of the intent of the author and the purposes for which he intended it to be used.

The subtitle of my *Academic Library Buildings* is: *A Guide to Architectural Issues & Solutions*. It suffers from all the problems a guidebook necessarily contains. I stated in the preface that the book would not attempt to make case studies. I stated that it would be a "source book of information on how new buildings are planned, arranged and equipped."

Ms. Gloria Novack's criticisms (*CRL*,

Sept. 1973, p.286-87) of the photographs are justified for about four of the exteriors. It is also true that some of the interiors are dull and that not all of them tell their own story without the accompanying text. But if I had hired the photographic talent to make a few examples tell the story well, and alone, the resulting book would not have been a guidebook.

Nor would the book have served its purpose had I arranged the material by library rather than by issue and function with geographic organization of the examples. I agree that a book arranged as Ms. Novack suggests would be useful and lots of fun to do. But I felt that a guidebook should come first.

I am sorry indeed that the photographs had to be so small. Some indeed are dull, but some of the libraries were dull even though they do represent good architectural solutions—a debatable point. There are several academic libraries that have no more

than one or two good features in them. I wanted to guide people to those good features. Let someone with Dr. Ellsworth Mason's talent and interests do the total evaluations. But that would not be a guidebook.

Ralph E. Ellsworth
Boulder, Colorado

To the Editor:

The November issue of *College and Research Libraries* carried a rejoinder to a previously published review of *What Black Librarians Are Saying*, by E. J. Josey. This rejoinder was credited to Dr. Alex Ladenson, chief librarian, the Chicago Public Library. This is an error. This rejoinder was written by Donald Franklin Joyce, Curator, Vivian G. Harsh Collection on Afro-American History and Literature, George Cleveland Hall Branch, The Chicago Public Library.

Donald Franklin Joyce, Curator
George C. Hall Branch
Chicago Public Library

Statement of Ownership and Management

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Recent Publications

BOOK REVIEWS

Auerbach on Microfilm Readers/Printers.

Philadelphia, Pa.: Auerbach Publishers, 1972. 128 p. \$19.95.

Rapid advances in computer and microform technology have encouraged a new class of publication—the technical report issued by commercial firms specializing in the analysis of technical information. This type of technical report sometimes appears as “near print” and is usually available only through a subscription service. Auerbach’s *Computer Technology Reports* constitute a highly successful, respected series of documents upon which the title being reviewed is based. Occasionally a series of such reports, if properly rewritten and edited, forms the basis for a significant monograph in a special area. It seems to this reviewer that in this particular instance the publisher lost an opportunity to create an informative, readable monograph from revised technical reports. The result is an incoherent mishmash lacking in continuity and whose justification is extremely fragile.

According to the book jacket, *Auerbach on Microfilm Readers/Printers* is “an expansion of material from Auerbach’s *Computer Technology Reports*, prepared and edited by the publisher’s staff of EDP experts.” The preface goes on to state that the book is intended for “all who use microfilm.” Unfortunately, the lay reader who is expecting to find enlightenment on the subject of this book will be disappointed. For authoritative and accurate information, especially for library applications, he should turn to *Library Technology Reports*.

Nine chapters deal with image rotation, variable magnification, wall projection, portability, automated retrieval, and related subjects. Parts of each chapter are also devoted to the mechanical and optical operating principles of a variety of viewers intended for flat film and roll film. Most of the chapters are too brief to contain any critical information. The chapter on portable readers contains exactly two pages of text, that on external projectors only one

and a half pages, and that on image rotators less than two pages. Despite the title of the book, only one chapter containing thirteen pages actually deals with reader/printers. And this short chapter deals with only two of them, the discontinued DASA Mark 18 and the 3M 400 series.

The book presupposes substantial technical knowledge (or interest) on the part of the reader. For example, pages 40–43 deal with wiper switches, potentiometers, plano-convex and double-convex lenses, and the dove prism. The complexity of the technical writing is illustrated by the following extract on the operation of the dove prism:

Now consider an arrow pointing into the paper at right angles to the lower arrow and intersecting it at its midpoint. This arrow is shown on Figure 6-2 as a dot, which represents its intersection with the plane of the paper. The ray from its midpoint will coincide with the corresponding ray from the other arrow, the ray from the point of the arrow will run parallel to it below the plane of the paper, and the ray from the tail of the arrow will run parallel to it above the plane of the paper. Therefore, this arrow will appear unchanged in direction when viewed through the dove prism.

The considerations of the preceding paragraph demonstrate a significant property of dove prisms: Object lines perpendicular to the base surface of the prism will appear to be rotated 180 degrees by the prism, whereas object lines parallel to surface will not appear to be rotated. It follows that if a dove prism is rotated above an object, the object will appear to rotate; therefore, the dove prism in the Recordak Motormatic reader causes the image to rotate.

One would hope that technical terminology with which the book abounds would be explained in a glossary. Indeed there is a glossary, but many of the terms in the glossary do not even appear in the text, and those that are needed are often not in the glossary! It is surprising to this reviewer that arrangements were not made to use appropriate terms from the National Microfilm Association’s *Glossary of Micrographics*, a 1971 industry standard based upon

four earlier editions published over the course of a decade.

About one third of the book is made up of charts comparing selected features of ninety-two pieces of equipment. These charts are sometimes incomplete; for instance in eighteen cases the type of construction employed for the equipment is either not stated or is "not known."

The text erroneously states that Library Resources, Inc. is the manufacturer of a high magnification lap reader. Library Resources, Inc., does market such a viewer, but it is manufactured by Technicolor.

One wonders how valid can be the publisher's claim that "the material in this volume has been updated prior to publication and is as current as possible." Despite the fact that Library Resources, Inc. has mounted a very substantial and heavily publicized development and marketing program for its Microbook® ultrafiche (Encyclopedia Britannica's *Library of Civilization*), nowhere in the book is this contribution to ultrafiche technology even mentioned. The editors lead the readers to believe that NCR's PCMI system is virtually the sole representative of the ultrafiche technique.

Auerbach on Microfilm Readers/Printers contains numerous schematic and photographic illustrations, but, relative to equipment, is almost completely lacking in evaluative comments on ease of use, durability of construction or simplicity of servicing. As for user requirements, little is said about the suitability of equipment for a given application.

There is no bibliography and no mention of the NMA's *Guide to Microreproduction Equipment*. A weak conclusion summarizes the usual "advantages" of microform—compactness, lightness, and cheapness—without renewing and reemphasizing microform's stated dependence upon adequate indexing or bibliographic control systems.

As for 35mm roll microforms likely to be found in libraries, no viewers suitable for this type of material are described in significant detail. Conspicuously absent is the discontinued—but widely installed—Recordak MPE. Information Design's library viewer, the Model 16/35, appears only in the comparative charts.

Auerbach could have performed a real service for readers (human, that is) by putting together a chapter summarizing the *human and design problems* associated with building microform viewers. At least in this way, the lay reader could have come to appreciate the optical and mechanical limitations which have thus far prevented the design, construction and marketing of greatly improved viewers. *Auerbach on Microform Readers/Printers* may be readable and understandable by the microform systems engineers, the systems analyst, or the manager of a data processing installation. The book may be suitable for technical libraries of micrographic equipment manufacturers, but its general utility is doubtful. Not recommended for the college or university library.—Allen B. Veaner, Assistant Director for Bibliographic Operations, Stanford University Libraries.

Stueart, Robert D. *The Area Specialist Bibliographer: An Inquiry into His Role*. Metuchen, N.J.: Scarecrow Press, 1972. 152 p.

The development of the area specialist bibliographer since World War II represents a major new direction for academic librarianship in this country, and in this study Mr. Stueart attempts to learn something about this phenomenon. Bibliographers, their backgrounds and their roles, are examined, as they are perceived by themselves and by others.

The study is based largely on responses to 362 questionnaires which were sent to area specialist bibliographers, library administrators, and faculty members who are teaching in area study programs in ARL institutions. The questions relate to the bibliographers' preparation for their assignments and the respondents' notions of precisely what their functions should include.

In the matter of preparation, nothing significant is learned, except that the backgrounds and training of the bibliographers who responded vary greatly, and they seem to bear no relationship whatever to what faculty and library administrators feel is necessary in the way of background.

Respondents were given a list of tasks which were assumed to be associated with bibliographers' responsibilities and were

asked to agree, be neutral, or disagree as to their being appropriate to their function. The responses present a picture of confusion and disagreement as to the bibliographer's role which is disquieting at best. While there was substantial agreement that they should keep abreast of what is being published in their areas, and communicate this information to the faculty, there was a strong feeling on the part of many faculty members that bibliographers should not be involved in actual book selection, evaluating the collection as it relates to the curriculum, weeding the collection, coordinating book selection practices, or participating in faculty meetings. Also, library administrators were noticeably less enthusiastic than the bibliographers about their attending national area studies meetings or going on buying trips to their areas.

No one seems to know just what bibliographers should be doing, or even who should decide what they should be doing, and the recommendations at the end can hardly be said to constitute new or original approaches to this long-standing problem. ("The bibliographer must articulate his own identity . . ." "Libraries should begin to recognize the importance of area bibliographers . . ." "The library administration and the area faculty . . . must make serious attempts to reach an understanding as to the role of the area bibliographer in the university. . . .") This is one of those studies, complete with all the academic paraphernalia of footnotes, bibliographies, and behavioral science jargon, which tells us almost nothing that is useful. It is a fuzzy picture of a fuzzy situation, one which badly needs some careful thought and serious study given to it.—*Norman Dudley, Assistant University Librarian, University of California at Los Angeles.*

Rawski, Conrad, ed. *Toward a Theory of Librarianship: Papers in Honor of Jesse Hauk Shera*. Metuchen, N.J.: Scarecrow Press, 1973. 564 p. \$15.00.

Forethought: Surely it must be at least slightly embarrassing to have a festschrift in your honor published by a press founded and run for so many years by your archival and severest critic!

This festschrift in honor of the sometime

dean of Western Reserve was designed by its editor to "bring together original papers on theoretic concerns attendant upon librarianship." (p.42) After a refreshingly honest introduction by Verner Clapp, the standard laudatory introduction by the editor, and a bibliography by Gretchen Isard of Shera's 381 articles, books, columns, editorials, reports, and reviews, there are some 24 papers covering the Pertinence of History, Basic Issues, Information Retrieval, Catalog Topics, Contexts, Forecast, and Library Education by the usual clutch of distinguished scholars and librarians including Sidney Ditzion, Paul Dunkin, Robert Fairthorne, Douglas Foskett, Eugene Garfield, Neal Harlow, Patricia Knapp, John Metcalfe, Ranganathan, Maurice Tauber, and Robert Taylor.

Despite Mr. Rawski's claims and despite his best efforts to produce a unified volume, this book remains, like nearly all festschriften, primarily a miscellaneous collection, of uneven quality and originality, of papers on a somewhat related topic. One cannot really "ponder the state of things documented here and the generic problems which, in various ways and to various extent, these papers address." (p.49) If these papers do share anything in common, it is the effort to foster the notion, nurtured and advocated by Shera among others, that librarianship can be given the aura of science and the trappings of academic respectability by the use of the signs, symbols, and jargon of logic, mathematics, and philosophy to interpret and explain the concepts of librarianship. Unfortunately the net result is to make at least a quarter of these papers incomprehensible to me and I suspect to most other librarians without extensive scientific background and training. This approach to librarianship is increasingly common and I, for one, would like to see a careful evaluation of it by a competent nonlibrarian. Perhaps such papers are leading us forward into a new age of librarianship and are expanding our scope. Surely, however, it might be possible to express this in words and concepts more intelligible to the average librarian than: "Documents exist in terms of object, content, and (intended and not intended) use potentials: they all exhibit certain physical characteris-

tics (O) the price of admission to their content (C); and lend themselves to uses (U) determined by content (C) and/or physical characteristics (O). Maintenance of a library collection clearly requires control of these circumstances, internally (c_1), pertaining to the documents available within the collection, and externally (c_2), pertaining to documents available elsewhere. . . . The bibliothecal situation permits access to the documents it controls in terms of these documents, i.e., in terms of the O-C-U syndrome symptomatic of the documents. Its indigenous concept of use is that generated in and by the documents." (Rawski, "The Interdisciplinarity of Librarianship," p.129)

None of the individual articles are outstanding and many (e.g., Tauber on book catalogs) are primarily restatements of views expressed previously, and often better, by the same authors in other papers. Only Fairthorne on "The Symmetries of Ignorance" and Mountford on "Writing-System: A Datum in Bibliographical Description" seem to be of real merit.

Afterthought: Select which of the following quotations by Shera from reviews of Scarecrow Press books applies to this book:

(a) "assuming the hordes will buy it at such an exorbitant price" (354);

(b) "at seven [fifteen] 'bucks' for a typescript format" (373); or

(c) "there is the price of \$10 [\$15] for a book of some 400 [500] pages, reproduced by photocopy from unjustified type-written texts" (381).—Norman Stevens, *University of Connecticut Library, Storrs, Connecticut*.

Pearson, Neville P. and Butler, Lucius A., eds. *Learning Resources Centers: Selected Readings*. Minneapolis, Minn.: Burgess Publishing Company, 1973. \$4.95.

As the subtitles indicate, this paperback volume is an anthology. The broad topic is subdivided into five areas: "Concept and Theory," "Learning Resource Centers in the Elementary School," "Secondary-School Learning Resource Centers," "Higher Education Learning Resource Centers," and "Applications of Learning Resource Centers in Special Areas."

To quantify the evaluation of fifty-five of these readings, here are two tables:

JOURNAL OF ORIGINAL PUBLICATION		
	National	Regional
Library	3	1
Education, General	14	8
Education, Specialized, e.g. School Shop, junior college, etc.	19	
Audiovisual	10	

DATES OF ORIGINAL PUBLICATION

1963	1
1964	0
1965	2
1966	9
1967	13
1968	12
1969	11
1970	7

At a time such as this when library budgets are being slashed and librarians' roles and values seriously questioned, the reviewer harbors several reservations about this book. One of these the editors identify in their Preface when they write: "For years our schools have had libraries—collections of mostly print-type material. . . . The addition of audio-visual materials has resulted sometimes in a happy marriage into the new instructional material centers. . . . There has been a widespread development of IMC's in concept and operation, but there is still less than 100 percent use of these collections. . . . So, the Learning Resource Center, immediately adjacent to the Science Department, or the Math Department, or whatever subject area, came into being." After these professors of education tell us that libraries in schools, whatever their current name, have failed to justify their existence, what is recommended as a remedy? Jack Tanzman, in his article in *LRC*, p.95, writes: "Despite the fancy name, the resource center is nothing more than the old study hall, outfitted with some new equipment and materials." By accepting learning resource centers as if they were a new program of education, librarians join the educator's game of musical chairs. Instead of redefining program, we librarians continue to concentrate on the design of library quarters and the development of materials. These tools, however, are not purpose. By thus asking only the technical questions, school and college librarians are

freed from having to live the gut question, "What are librarians partners in education for?"

Datedness is another criticism of this book. These journal articles which were originally current comments have become historical documents after six to nine years. They are presented out of their initial context and without follow-up. The drying up of the flood of federal spending serves to make prose that explains operations that were projected or prototype in 1966-69 just empty rhetoric in 1973.

Two 1966 pieces by John E. Tirrell offer another example of the gulf between librarian and educational administrator implicit in *LRC*. The program he reports at Oakland Community College, Oakland, Michigan is a combination of programmed learning (curriculum materials) and independent study (time factor required by each individual to cover material), supported by a tutor. No word is offered as to what has happened to these "Tutorial Laboratories" in the ensuing six years. Tirrell seems to think that Oakland Community College invented the functions of Reference, Reader's Adviser, and Instruction in Use of Library Materials, when as we all know, these are traditional library services. The tutorial laboratory of O.C.C. employs library materials as the heart of the instructional program; in doing so, it practices what library textbooks steadfastly preach. Tirrell's situation is unusual in that it makes a success of library service when most educational libraries are failing.

Two factors of bookmaking limit the volume's usefulness. The editors included no identification of the authors beyond their names. This lack makes a thorough knowledge of the literature in all the fields included necessary in order to independently evaluate the authority of the writings in *LRC*.

The emphasis of this book should not be a surprise to those who know Drs. Butler and Pearson. For those who do not, a part of their biographical entries from *Leaders in Education*, 4th edition, 1971 is included in this review. Under the heading of "Professional Interest" is found for Butler: "Training of professional media personnel for integrated instructional materials centers," for Pearson: "The field of education-

al technology, audiovisual education in all its ramifications."

There is a spate of new titles on this specific subject, though not all of them define it as does *LRC*. A few minutes spent with the 1972 *Subject Guide to Books in Print* reveals these figures in areas where subject-matter overlap is certain to exist: There are fifteen titles under "Individualized Instruction," eight under "Instructional Materials Centers," forty-three on "Libraries, High School," thirty-eight on "College and University Libraries," etc. There does not seem to be a void waiting to be filled by this volume. Especially so since the projects reported in it herald the good news of federal funding at the moment in time of its crucifixion. Do, then, consider its place in your collection with these grains of salt before you purchase.—Carolyn C. Leopold, formerly librarian, American Council on Education, Washington, D.C.

Stimson, Catharine R., ed. (in conjunction with the Congressional Information Service, Washington, D.C.) ***Discrimination against Women; Congressional Hearings on Equal Rights in Education and Employment.*** New York: Bowker, 1973. 558 p.

In June and July 1970, the Special Subcommittee on Education of the House Committee on Education and Labor, chaired by Representative Edith Green (Oregon), held hearings on Section 805 of House Resolution 16098, the Omnibus Post-Secondary Education Act of 1970. The intent of Section 805 was to eliminate sex discrimination in employment by federal government contractors and by educational institutions, to bring matters relating to sex discrimination under the jurisdiction of the U.S. Civil Rights Commission, and to bring executive, administrative, and professional employees under the equal pay for equal work provision of the Fair Labor Standards Act.

The Government Printing Office in 1971 issued the oral testimony and written documents that were placed in the record of the hearings, plus some prepared statements and supplemental materials in a two volume set titled, *Discrimination against Women. Hearings.* . . . The work reviewed here is an edited version of the GPO edition

and consists of the oral testimony plus a selection of the written material.

That there were such hearings is by itself of considerable historical interest, since, although the struggle by women for equal rights has extended well over a century, these were the first ever held by a Committee of Congress to consider the subject of discrimination on the basis of sex. The emphasis of the testimony and documents was on the then current situation, though information on trends was presented in a number of cases.

The people testifying included representatives of women in education (students, counsellors, and educators), national organizations whose primary concern is equality for women, women in the labor market and President Nixon's Task Force on Women's Rights and Responsibilities. The breadth and depth of their testimony and documentation gives undeniable and overwhelming evidence of the existence of discrimination against women and of its perpetuation by attitudes unconsciously accepted by many people, by determined actions on the part of a wide variety of people and employers, and by neglect on the part of some of the federal agencies charged with enforcing existing laws and regulations dealing with sex discrimination.

Also represented were the Departments of Labor, Justice, and Health, Education and Welfare. The point of view of the enforcer of legislation and regulations is, naturally, somewhat different from that of the proponent of the establishment of such. In each instance, the people speaking for these agencies, though they made considerable efforts to do so, were unable to dispel the impression, pointed to by facts, that the agencies attached very little importance to the problem of discrimination against women.

As one might expect when twenty-six people testify on the same subject, there was some repetition. However one major point that was not hammered home is that the present "degrading, dehumanizing, immoral, unjust, indefensible, infuriating" situation exists in spite of over 100 years of active campaigning by women to overcome it.

It was Representative Green's intent that the record of the hearings be "the most

complete record that has been assembled in terms of the discrimination in both the legislative and the executive branches [of the Federal government] and in all other forms of discrimination against women." (p.85) It is certainly that. Here are gathered all the strands that have been woven to make the strong fabric of sex discrimination which has worn so well for so long. Legislation alone will not correct the situation. People must be concerned enough to monitor the enforcement of the laws and regulations if their intent is to be carried out and equality under the law gained by women. This volume should help to heighten people's consciousness of the gross inequities that still exist and thereby assist in the eradication of "the last socially acceptable form of discrimination."—Margaret Tjaden, *Head, Physics and Mathematics Research Libraries, University of Washington, Seattle.*

Sewell, Winifred, ed. *Reader in Medical Librarianship*. Washington: NCR Microcard Editions, 1973. 382 p.

This eighth volume in the well-received series in Library and Information Science may be the one most difficult to fit into the series editor's overall goal stated as the synthesizing of the most essential contributions from elusive and innumerable sources. The compiler states forthrightly that the reprints in this volume are articles which she enjoyed discussing with her students. As with any collection of reprints, these papers vary in quality, perhaps a bit less in relevancy; they are neither the most essential contributions, nor are they from the most elusive of sources. More than half of the material is reprinted directly from the *Bulletin* of the Medical Library Association. With two exceptions, the remainder should be readily available on the shelves of every medical library of reasonable size.

Unquestionably the collection has value beyond immediate classroom use with library school students. The overall impression conveys that subtle something which sets a medical library apart. In her introductory remarks, the compiler acknowledges a finely drawn distinction between types of libraries. She states unequivocally that one must conceive of medical libraries

as part of a medical system and that there always have been elements in medicine itself which cause medical librarianship to differ from other kinds of librarianship. The common ground with librarianship is explored in her first grouping of articles, "The Environment of Medical Libraries," which treat the problems associated with the rapid increase and change in knowledge.

Subsequent groupings are: "Medical Librarianship as a Profession"; "The Organization of a Medical Library for Service"; "Types of Medical Libraries"; and "Medical Library Networks." Progressively the papers reveal the sense of urgency and the compelling service dynamic which pervades a setting where the librarian is more intimately a part of the team effort. Scott Adams, in one of his papers not included in this collection, summed up the whole difference most succinctly in stating that the true measure of value of a scientific library lies not in what it has, however rich its holdings may be, but in what it does. The medical library since World War II, with support from the National Library of Medicine and direction as well as demands from the professional medical associations, has been a doer. There have been failures as well as successes as this branch of librarianship has forged ahead and, in many respects, pointed the course for librarianship in general.

Administrators in hospitals not yet supporting adequate library service can learn from this book, as can library committees and the part-time person frequently given the challenging job of organizing the library in smaller hospitals. Administrators in academic and general library settings, whether or not a medical library unit is included in their system, should benefit from perusing the articles collected in this volume. Library school collections should include the volume, provided the students are encouraged to check the *Bulletin* of the Medical Library Association for the rich year 1972 and after.—James W. Barry, University of Arizona Medical Center, Tucson.

OTHER BOOKS OF INTEREST TO ACADEMIC LIBRARIANS

Abramson, Harold J. and Sofios, Nicholas.

Index to Sociology Readers, 1960-1965. Vol. 1 Author Index, Vol. 2 Subject Index. 1125 p. \$25.00.

Alabama Junior College Library Association. *Conference Proceedings: New Guidelines for Two-Year College and Learning Resources Programs.* Alabama: Alabama Junior College Library Association, 1973. 78 p. \$3.00.

Bonn, George S., ed. *Information Resources in the Environmental Sciences.* Illinois: University of Illinois, 1973. 238 p. \$6.00.

Brown, James W. *Educational Media Yearbook 1973.* New York: R. R. Bowker Company, 1973. 453 p. \$19.50.

Canadian Library Association. *Directory of Interlibrary Loan Policies and Photocopying Services in Canadian Libraries.* Ottawa: Canadian Library Association, 1973. 88 p. \$5.50.

The Carnegie Commission on Higher Education. *Higher Education: Who Pays? Who Benefits? Who Should Pay?* New York: McGraw-Hill Book Co., 1973. 196 p. \$3.95.

Fang, Josephine Riss and Songe, Alice H. *Handbook of National and International Library Associations.* Chicago: American Library Association, 1973. 326 p. \$8.50.

Ford, Nick Aaron. *Black Studies: Threat or Challenge?* New York: Kennikat Press, Inc., 1973. 217 p. \$8.95.

Groves, Diane and Williams, Wiley J., eds. *Directory Special Libraries of Tennessee.* Tennessee: Tennessee Library Association, 1973. 103 p.

Hamdy, Mohamed Nabil. *The Concept of Main Entry as Represented in the Anglo-American Cataloging Rules.* Colorado: Libraries Unlimited, Inc., 1973. 160 p. \$10.00.

Harold, Victor. *A Checklist Guide to Successful Acquisitions.* New York: Pilot Books, 1973. 47 p. \$2.50.

Ireland, Norma O. *Index to Fairy Tales 1949-1972, Including Folklore, Legends and Myths in Collections.* Massachusetts: F. W. Faxon Co., Inc., 1973. 741 p. \$18.00.

Jaques Cattell Press, ed. *American Men and Women of Science, 12th ed., Physical and Biological Sciences Discipline Index.* New York: Jaques Cattell Press/R. R. Bowker Co., 1973. 536 p. \$25.00.

Klatz, Bill and Klaessig, Janet, eds. *Library*

- Literature 3—*The Best of 1972*. New Jersey: Scarecrow Press, Inc., 1973. 456 p. \$10.00.
- Kropf, Linda S. *Publishing in Switzerland*. Colorado: Libraries Unlimited, Inc., 1973. 139 p. \$8.00.
- McClellan, A. W. *The Reader, the Library and the Book. Selected Papers 1949-1970*. London: Clive Bingley, 1973. 148 p. \$9.00.
- Prentice, Ann E. *The Public Library Trustee: Image and Performance on Funding*. New Jersey: The Scarecrow Press, Inc. 185 p. \$5.00.
- R. R. Bowker Co. *Business Books in Print 1973*. New York: The Author, 1973. 954 p. \$25.50.
- Robbins, J. Albert. *American Library Scholarship—an Annual: 1971*. North Carolina: Duke University Press, 1973. 418 p. \$8.75.
- Rolland-Thomas, Paule, ed. *Règles de Catalogage Anglo-Américaines*. Montréal: Association Canadienne des Bibliothécaires de langue française, 1973. 424 p. Direct orders to Hubert Perron, Secrétaire Général, Association Canadienne Des Bibliothécaires De Langue Française, 360 Rue Le Moyne, Montréal 125, Canada.
- Ryder, Dorothy E., ed. *Canadian Reference Sources: A Selective Guide*. Ottawa: Canadian Library Association, 1973. 185 p. \$10.00.
- Salem, James M. *A Guide to Critical Reviews: Part I: American Drama, 1909-1969*. 2d ed. New Jersey: Scarecrow Press, Inc., 1973. 605 p. \$15.00.
- Schumacher, August. *Development Plans and Planning*. London: Seminar Press, Limited, 1973. 195 p. \$8.50.
- Today & Tomorrow's Printers & Publishers. *Reference Catalogue of Indian Books in Print 1973*. New Delhi: The Author, 1973. 1361 p. \$23.00.
- University of Virginia Medical Center Library. *Virginia Union List of Biomedical Serials*. 3d ed. Virginia: The Author, 1973. 281 p. Questions, suggestions and other comments should be addressed to Miss Toni Henderson, Head, Mechanization Department, Medical Center Library, School of Medicine, Box 234, Univ. of Virginia, Charlottesville, VA 22901.
- Vivo, Paquita, ed. *The Puerto Ricans: An Annotated Bibliography*. New York: R. R. Bowker, 1973. 300 p. \$14.95.
- Walford, A. J. *Guide to Reference Material, Vol. 1 Science and Technology*. 3d ed. London: The Library Association, 1973. 615 p. \$17.95.
- Young, William C. *Documents of American Theater History, Vol. 1 Famous American Playhouses 1716-1899*. Chicago: American Library Association, 1973. 327 p. \$25.00.
- Young, William C. *Documents of American Theater History, Vol. 2 Famous American Playhouses 1900-1971*. Chicago: American Library Association, 1973. 297 p. \$25.00.
- Zils, Michael, ed. *International Bibliography of Directories*. New York: R. R. Bowker, 1973. 535 p. \$31.00.

The following abstracts are based on those prepared by the Clearinghouse for Library and Information Sciences of the Educational Resources Information Center (ERIC/CLIS), American Society for Information Science, 1140 Connecticut Ave., N.W., Suite 804, Washington, DC 20036.

Documents with an ED number may be ordered in either microfiche (MF) or hard copy (HC) from ERIC Document Reproduction Service, LEASCO Information Products, Inc., P.O. Drawer O, Bethesda, MD 20014. Orders must include ED number and specification of format desired. A \$0.50 handling charge will be added to all orders. Payment must accompany orders totaling less than \$10.00. Orders from states with sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

Documents available from the National Technical Information Service, Springfield, VA 22151 have NTIS number and price following the citation.

Secondary Access Storage of Books in Small and Medium-Sized Academic Libraries: a Proposal for an Experimental Model. By Peter Spyers-Duran, Florida University, Boca Raton. 1973. 22p. (ED 076 201, MF—\$0.65, HC—\$3.29).

The steady growth of the academic libraries reflects a true increase in the body of human knowledge. The average academic library either now has, or will have within the next few years, a severe space problem related to housing of books. The seemingly limitless growth of space needs creates problems compounded by rising costs of buildings and equipment. Effective future planning of academic libraries would be greatly facilitated if there were some theoretical bases which could be used to predict the probable distribution of the future use of library materials in subject matters that have curricular significance on a given campus. This paper proposes to design a method by which small and medium-sized academic libraries can determine the relationship between usage and age of monographic material, and the application of this relationship to consideration of the possible establishment of a less expensive secondary access storage facility. Since studies of this magnitude are expensive, a pilot study at the Florida Atlantic University campus is proposed to test for design weaknesses and validity. The results should be useful to other academic libraries in terms of research design and other appropriate applications.

Are Libraries Causing or Utilizing the Information Explosion? By Haines B. Gaffner, Special Libraries Association, New York Chapter. 1973. 8p. (ED 076 204, MF—\$0.65, HC—\$3.29).

Libraries must be aware of the needs of the users in their funding organization, and yet, there is growing concern among library funding organizations that libraries are not fully coping with the information explosion. In fact, libraries, by not adopting new techniques to become more productive, are actually helping to cause the problems of the information explosion, rather than utilizing all the new information available to benefit the needs of their funding organization. Because of the information explosion the user of information today has to cull through so much more available data than in the past. The emphasis must shift, therefore, to giving the user the most pertinent facts, to select the information he needs from the enormous amount available. The libraries that seem to be growing and having less trouble getting funded are those which look upon their role as an information center. FIND, a question-answering service providing information on demand, an associate company of SVP in Paris, can enable libraries to become true information centers.

A Bibliography of Literature on Planned or Implemented Automated Library Projects, Part I; Vol. 9, World Survey Series. Frank S. Patrinoastro, comp., Nancy P. Sanders, ed., Library Automation Re-

search and Consulting Association, Tempe, Arizona. 1973. 69p. (ED 076 209, LARC Assoc., P.O. Box 27235, Tempe, AZ 85282; Paperback—\$12.00, Hardback—\$15.00).

The primary purposes of this bibliography are to present an overview of published works which relate to the use of new technologies in library operations, to call attention to a number of valuable reference works published on the subject, and to assist librarians and library systems scientists who are engaged in the planning and/or implementation of computer-based systems to locate documents for their own studies. Part I, Volume 9, of the twelve-volume LARC World Survey Series, is comprised of comprehensive listings of materials which relate to specialized areas of library automation including Abstracting and Indexing Applications, Acquisitions Applications, Administration and Management Support, Bibliography and Special Cataloging Applications, Cataloging Applications, Circulation Applications, Data Base Applications, Information Storage and Retrieval, Networks and Cooperative Systems, Selective Dissemination of Information, and Serials/Periodicals Applications.

A Bibliography of Literature on Planned or Implemented Automated Library Projects, Part II; Vol. 10, World Survey Series. Frank S. Patrinostro, comp., Nancy P. Sanders, ed., Library Automation Research and Consulting Association, Tempe, Arizona. 1973. 70p. (ED 076 210, LARC Assoc., P.O. Box 27235, Tempe, AZ 85282. Paperback—\$12.00; Hardback—\$15.00).

Many of the articles and publications listed are not as widely known in library automation circles as they deserve to be. It is the hope of the editor that this bibliography will provide a useful introduction to these reference publications. Part II, Volume 10 of the World Survey Series consists of listings in the following areas: General Automation Topics, Special Library and Information Applications and Conference, Meeting, and Seminar Proceedings.

A Feasibility Study of Centralized and Regionalized Interlibrary Loan Centers. By

Rolland E. Stevens, Association of Research Libraries, Washington, D.C. 1973. 65p. (ED 076 206, MF—\$0.65, HC—\$3.29).

The present interlibrary loan system will need to be better organized and expanded to include centralized regional centers in order to meet the increasing volume of requests. Presently about 70 percent of 10 million requests are being successfully filled within regional and local systems. Two major problems of the present system are (1) unequal distribution of lending and (2) difficulty filling incomplete and incorrect requests. These will be growing problems as the request rate doubles during this decade. Present regional systems and current literature were studied, and persons involved in interlibrary loans were interviewed. Recommended is a network to be funded by the federal government of regional bibliographic centers, resource centers and back-up centers centrally planned, but with a decentralized service program. Methodology and an outline for a cost study are included.

The Economics of Information: Bibliography and Commentary on the Literature.

Second Edition, 1972. Harold Anker Olsen, Comp., ERIC Clearinghouse on Library and Information Sciences, Washington, D.C. 1972. 32p. (ED 076 214, MF—\$0.65).

This report explores the bodies of literature pertinent to the economics of information, a topic of growing interest to the information community and to economists. As used here, economics of information refers to the concepts and tools of economics as they apply to information activities. The report consists of (1) a short section on the economists' framework for analysis, (2) a table that divides the pertinent literature into fourteen categories, briefly defines each category, and explains why it is important to information activities, (3) a brief commentary on the state of this literature and (4) a selected bibliography of over 300 items. An exhaustive list of all items could not be done in this initial effort, but most recent literature, especially monographs, technical reports and literature surveys, is covered to the extent that a reader should get a good introduction to this literature.

In addition, 25 items are identified as giving particularly informative overviews. These items represent the full range of material from theoretical studies to applied analyses, plus several surveys. (The first edition is available as ED 044 545.)

Audiovisual Materials in Support of Information Science Curricula: an Annotated Listing with Subject Index. First Edition, Revised. Irving M. Klempner, ERIC Clearinghouse on Library and Information Sciences, Washington, D.C. 1972. 26p. (ED 076 215, MF—\$0.65).

The 195 audiovisual aids listed in this annotated bibliography aim toward introducing students of library science to the rapidly evolving theory and technology of information science. Each item lists the title, length of film in minutes, a brief description of the content, and the current availability. A subject index is provided. (The first edition is available as ED 051 819.)

Canadian Reference Sources; a Selective Guide. Dorothy E. Ryder, Ed., Canadian Library Association, Ottawa (Ontario), 1973. 197p. (ED 076 221, Canadian Library Assoc., 151 Sparks Street, Ottawa, Ont., K1P 5E3, \$10.00).

The purpose of this work is to provide librarians and students with a guide to Canadian reference material divided into the following fields: general reference works, the humanities, science, and the social sciences. It is a selective guide only, and does not aim at completeness. The material covers Canada in general, the ten provinces, the territories, and three cities—Ottawa, Montreal, and Toronto. No geographical area smaller than a province, with the exception of the three cities named, is considered. However, the emphasis is on Canada in general, the provinces receiving coverage in certain selected subjects, and the three cities receiving merely a token coverage. Reference works such as those dealing with individuals or with particular laws have been excluded. New editions and new works up to December 1971, which have come to the attention of the editor, have been included. For serials, in most cases, the most recent number seen by the editor

has been listed. A subject, author, and title index is included.

Information and Society; a Report to the National Commission on Libraries and Information Science. Edwin B. Parker, National Commission on Libraries and Information Science, Washington, D.C. 1973. 64p. (ED 073 776, MF—\$0.65, HC—\$3.29).

The influence of social trends, economic trends, and developments in information technology on the information needs of the people of the United States is examined in this essay. The focus is on the period from 1975 to 1980, a time close enough to the present that some projections and predictions may be based on more than guesswork, yet far enough away that there is still time to plan and implement plans. After a brief introductory section, this essay deals in turn with economic trends, technology trends, and social trends, as each is likely to influence information needs. Some suggestions for meeting the needs indicated by these trends are interspersed throughout. The concluding section highlights the major questions concerning national information policy that are raised by the trends discussed.

A Survey of the Indiana Library TWX Network System as Implemented by the Indiana State Library and the Four State University Libraries. Don L. Tolliver and Miriam Drake, Purdue University, Lafayette, Indiana. Instructional Media Research Unit. 1973. 21p. (ED 073 778, MF—\$0.65, HC—\$3.29).

The major objective of this survey is to describe and evaluate current policies, activities, staffing and use of the (Teletype Writer Exchange) TWX System by the Indiana State Library and the four university libraries. Data was collected by the interview method from a total of eighteen employees; each of whom were actively involved in one of the ILL/TWX offices of the five institutions visited. The TWX network is operating reasonably well for the four state university libraries. There was no indication that a major ILL/TWX crisis existed between or among the respective institutions. However, this is not to say that everyone has a clear picture of the current

objectives, eventual direction, and outcome of the TWX network and its operation at the university level. In any case, past action among the four state university libraries indicates that as ILL/TWX problems arose, steps were taken to arrive at a satisfactory solution. The ILL/TWX offices of these four institutions do not depend heavily upon the State Library for either leadership or service. Rather, they look to one another as well as to other major lending libraries outside the State of Indiana for materials which are largely theoretical, scholarly, or esoteric in nature.

Bibliography of Basic Textbooks on Information Science. Jack Belzer, Comp., ERIC Clearinghouse on Library and Information Sciences, Washington, D.C. 1972. 12p. (ED 075 051, MF—\$0.65).

Textbooks currently in use in courses on information science are listed in this bibliography under the following headings: Information storage and retrieval, Information systems, Information theory, Behavioral sciences, and Basic books. Some of the entries in each category contain evaluative annotations by the author, while others have only the full bibliographic citation.

The Filmstrip Collection: Complete Instructions on How to Process and Organize. Dale E. Shaffer. 1972. 26p. (ED 075 054, MF—\$0.65).

This twenty-five-page manual has been prepared to assist the librarian and audiovisual director in setting up a filmstrip collection. It contains all the information needed to organize a collection from start to finish—uses and advantages of filmstrips, sources, evaluation, cataloging and classification, filing rules, promotion, and equipment. Both the librarian and nonlibrarian will find this to be a practical guide for developing audiovisual resources.

A Basic Audio-tape Collection: Lecture Programs for the Academic Library. Dale E. Shaffer. 1973. 29p. (ED 075 056, MF—\$0.65).

This catalog describes a collection of 290 reels of audiotaped lectures suitable for the college and secondary school library. In total, the tapes represent a basic collection suitable for any college library. Most of the

reels contain 45 to 60 minutes of recording. The 556 selected programs cover twenty-four academic subject areas, including foreign languages, black culture, literature, Shakespeare, poetry, reading, writing, economics, Civil War, art, teaching, and science. The tapes are academic in content and designed to aid the teacher, primarily at the secondary and college levels. All of the tapes are monaural and recorded on seven-inch open reels. They are available individually or as a total collection from one source.

The Audio-tape Collection: A Library Manual on Sources, Processing, and Organization. Dale E. Shaffer. 1973. 33p. (ED 075 057, MF—\$0.65).

The purpose of this manual is to assist the librarian and audiovisual director in setting up an audiotape collection. It contains information needed to initiate, organize, and develop a collection—sources and uses of taped programs, depositories, types of tape, cataloging and classification procedures, filing rules, promotional methods, equipment, manufacturers, handling and storage of tapes, and advantages of audiotape in the teaching process. The manual deals primarily with monaural tapes containing the spoken word rather than stereo music recordings.

First Annual Report of the Southwestern Library Interstate Cooperative Endeavor (SLICE) Project of the Southwestern Library Association Covering the Period October 1, 1971 to December 31, 1972; and Final Report for Council on Library Resources. Southwestern Library Interstate Cooperative Endeavor, Dallas, Texas. 1972. 152 p. (ED 072 783, MF—\$0.65, HC—\$6.58).

The purposes of this annual report of the Southwestern Library Interstate Cooperative Endeavor (SLICE) are twofold. One purpose is to document the activities, achievements, failures, finances, and philosophy of the SLICE Project during the first fourteen months of its existence. The second purpose is to attempt to clearly communicate with all interested parties on the status, pitfalls, and potentials of a library interest cooperative endeavor in the six Southwestern Library Association states.

Details of the first year's activities are presented and analyzed. It is believed that the organization, financial, and programmatic record might be of value to others contemplating a project similar to SLICE. The three main objectives of the first year's operation reported upon here are: sharing of the MARC-O Data Base, a regional plan for a bibliographic network, and continuing education activities for librarians focusing on improving library services to the disadvantaged ethnic groups and on systematic planning and evaluation methodology. Also included are an evaluation of the first year, the financial statement, and a projection of the future. (Other documents on SLICE are Ed 065 147 through 065 150.)

MARC for Cataloguers: An Explanation of Its Use. By Ruth Irvine. South Hampton University (England). Library. 1972. 43 p. (ED 072 785).

A seminar on practical MARC cataloging was held at Southampton University library in April 1972. MARC is an acronym for Machine Readable Cataloging, a system devised by the Library of Congress and developed with them by the British National Bibliography. MARC enables the catalog data for any given work to be read and manipulated by the computer, which means that each record is broken down into its component parts, and each is given a symbol (a tag) which the machine is programmed to recognize when action is required on it. In MARC, the breakdown of each record and the tagging structure is as detailed as is practical. This is to give the computer as much flexibility as possible in handling the data. This text was prepared for the use of the participants in the working seminar, and is being made available with the intent that it will aid catalogers and library school students in gaining a brief introduction to the MARC system.

A Selected Bibliography of Books on Women in the Libraries of the State University of New York at Albany. Elizabeth M. Salzer and Hannah B. Applebaum, compilers. State University of New York, Albany. University Libraries. 1972. 226 p. (ED 072 795, MF—\$0.65, HC—\$9.87).

This bibliography is limited to books,

cataloged government documents, and whole or special issues of periodicals on women in the University Libraries of the State University of New York at Albany. The selection of items for inclusion in the bibliography has been as broad as possible except in the areas specified below. Books in the area of women's sports have been excluded except for those dealing with the formal physical education of women. These have been included in the education section. Technical books in the fields of obstetrics and gynecology have generally been excluded. Books on marriage and the family have been highly selected to include only those whose focal point is the relationship of women to marriage and the family. In general, biographies of individual women have been omitted. Only biographies of individual women important to women's movements or individual biographies giving insight into women in a particular condition or profession have been included. Literary works by women have been included only when they give a unique literary depiction of a particular type of woman.

A Survey of the Recruitment, Staff Development, and Minority Employment Practices of Research Libraries. By Duane E. Webster and W. Putnam. Association of Research Libraries, Washington, D.C. Office of University Library Management Studies. 1972. 18 p. (ED 072 805, MF—\$0.65, HC—\$3.29).

The focus of this survey, conducted by the Office of Management Studies, is on the seventy-eight university libraries in the Association of Research Libraries (ARL). Fifty-two libraries were interviewed by telephone calls which employed a detailed interview guide and produced a profile of practices and interests. All but three of the twenty-five nonparticipating libraries were covered by an earlier survey of continuing education. The results of this survey indicate that: (1) Recruitment practices emphasize the tried and true methods of visits to library schools, advertising in trade journals, contacting colleagues, and waiting for unsolicited applications; (2) While everyone likes the idea of staff development, few are providing concentrated organizational support; and (3) Most research libraries are actively recruiting minority staff and ex-

amining their employment patterns. The survey was also used to identify ARL member needs which could be met by the Office of Management Studies. The use of the telephone as a survey method is evaluated. Appendix I contains statistical results of the survey and Appendix II gives an annotated list of related materials.

Academic Library Bibliographic Instruction: Status Report 1972. Thomas Kirk, editor and others. Association of College and Research Libraries, Chicago. Committee on Bibliographic Instruction. 1973. 75 p. (ED 072 823, MF—\$0.65, HC—\$3.29).

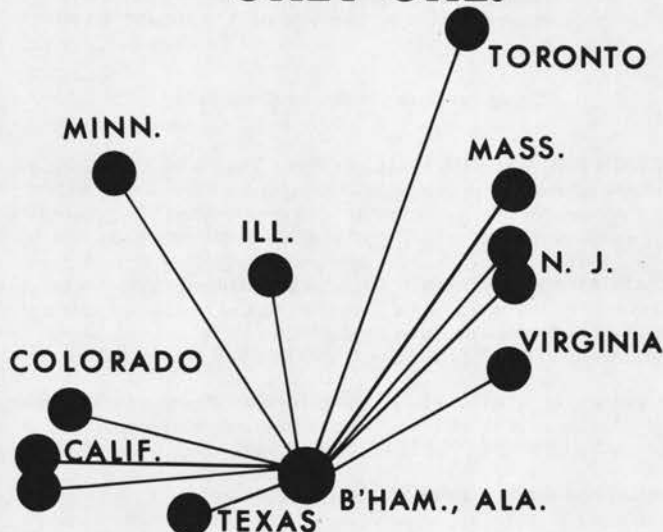
Since January 1972 the Association of College and Research Libraries' Ad Hoc Committee on Bibliographic Instruction has been collecting information on bibliographic instruction programs in United States academic libraries. Included under this title are four reports which review some 174 completed questionnaires. The four reports cover: 1. Formal library courses with or without credit (excluding library science courses); 2. Formal library instruction as part of regular class activity; 3. Self-instruction (printed, audiovisual, and computerized); and 4. All miscellaneous types, and library orientation. Each review begins with a survey of the bibliographic instruction programs pertinent to the category of the review. Important long-standing programs are noted, and norms, or widely agreed-upon aspects of the particular form of instruction are discussed. Each review concludes with a table(s) which provides a brief description of each program reported.

Survey of Commercially Available Computer-readable Bibliographic Data

Bases. John H. Schneider, editor and others. American Society for Information Science, Washington, D.C. Special Interest Group for Selective Dissemination of Information. 1973. 184 p. (ED 072 811, MF—\$0.65).

This document contains the results of a survey of ninety-four United States organizations, and thirty-six organizations in other countries that were thought to prepare machine-readable data bases. Of those surveyed, fifty-five organizations (forty in United States, fifteen in other countries) provided completed camera-ready forms describing eighty-one commercially available, machine-readable data bases that contain bibliographic information about published literature. The following types of data were requested for each data base: name, frequency of issue, and time span covered by the data base; name of organizations and individuals who can provide information on the data base; subject matter and scope of data on the tape; source of information in the data base (journal articles, reports, patents, monographs, etc.); method(s) used for indexing or other types of subject analysis; special data elements; tape specifications (density, tracks, labels, etc.); availability of programs for retrospective searching and selective dissemination of information (SDI); type and cost of search services offered; and availability and charges for data bases. The information provided represents the status of these data bases as of November 1972. Libraries and other information centers will find this document helpful in selecting data bases for providing SDI; retrospective search services, and other bibliographic reference services to their users.

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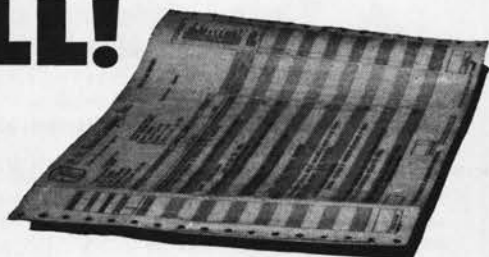
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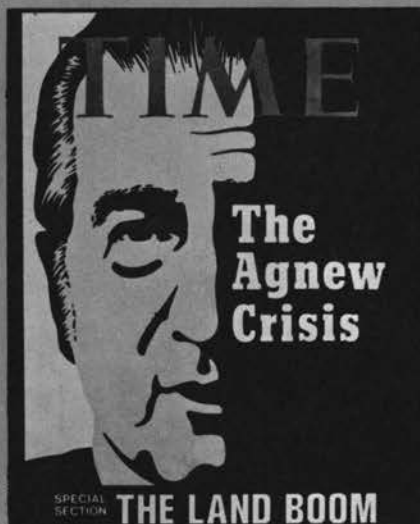
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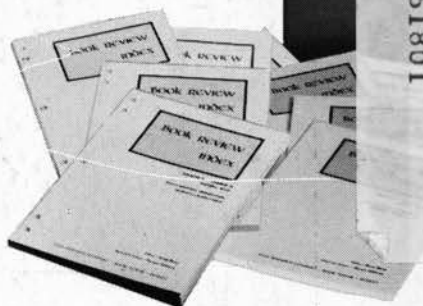
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